50 Activities for Developing Management Skills

Volume 1

Leslie Rae

HRD Press • Amherst • Massachusetts

Published by: HRD Press
22 Amherst Road
Amherst, Massachusetts 01002
1-800-822-2801 (U.S. and Canada)
413-253-3488
413-253-3490 (fax)
www.hrdpress.com

ISBN 0-87425-178-8

Production services by Jean Miller
Edited by Sally Farnham

Table of Contents

Preface

This collection of activities is designed to help trainers, not only by providing an introduction to a wide range of activities, but also by showing the almost infinite variety of possible approaches to almost every training problem. I have actually used all of the activities included in this volume in my courses, so I know that on those occasions, they worked for me.

The fact that I have acquired material of this kind over a period of twenty years suggests the question that often confronts trainers: who "invented" a particular exercise or activity? Many activities are based on original ideas or ideas borrowed perhaps unknowingly. Many are conscious variations of published or proprietary material. But there are activities that are passed on from one trainer to another and whose origins are lost in the mists of time. It becomes virtually impossible to attribute their origination to any individual.

My own view is that training activities, unless they are an integral part of a specific product, should be freely available to all trainers. I was delighted, therefore, when the publishers asked me to contribute to their Activities series, but I must admit that many of the activities in this volume have origins of which I am unaware or that I have been unable to determine. So I should like to express here my heartfelt appreciation to trainers whose activities I have enjoyed, to those who have told me about activities, to others whose activities or views have suggested ideas or modifications in my own mind, and to the many learners who have helped me develop my repertoire by taking in my own activities and showing me whether or not they were valid. My special thanks go to Dick Vernon, Nigel Smith, Ricky Elliott, and Rob Williamson, all of whom suggested activities to include.

Malcolm Stern of Gower has continued to support my approach to writing about training and it was he who set me off along the path that led to this book. The ever-vigilant eye of Jane Fielding has been invaluable in bringing the manuscript to publication. And my wife, Susan, has played an essential part in my writing both by active support and by tolerating the use of my "at home" time and the clutter of my printer—not to mention her helpful comments on the work as it progressed.

Leslie Rae

Introduction

My experience as a trainer and trainer of trainers has brought me into contact with many people in the area of training. During this time, I have been surprised and rather dismayed by the constrained approaches taken. There are, of course, many trainers who cannot be accused of this at all, but the statement is valid for a large number of them. By "constrained approaches" I mean the use of very traditional, limited training techniques, methods and approaches, and the avoidance, perhaps ignorance, of the very wide range of other techniques available.

Some twenty years ago, a typical management training course consisted of a very skilled trainer (or was he called "instructor"?) who, during the two weeks' duration of the course, delivered perhaps ten lectures, occasionally illustrated with overhead projector slides, detailing the elements of, for example, the management cycle, management processes, controlling the task, efficient planning and so on. The trainer/tutor/instructor-led sessions were interspersed with visits from guest speakers who also delivered lectures of varying quality.

At about this time, considerable research was taking place and the view was emerging that the passive reception of training of this didactic nature produced little learning: learning and retention were more likely if the training was experiential. The emphasis swung around to learning by doing rather than by being taught. The rationale was that guided "hands-on" experience would imprint the learning on the memory, perhaps even more so if the event had gone wrong and learning was achieved *because* of the mistakes made.

There was an unfortunate effect in this movement in that experiential training approaches were over-enthusiastically applied and training courses in this mode completely rejected the inclusion of training sessions. This, of course, resulted in as little learning as did the previous method, particularly if the course consisted merely of one activity following another.

Since that time, fortunately, a greater sense of balance has developed and effective training departments and organizations now realize that a mixture of the input and activity approaches will produce maximum learning. David Kolb in the United States and Peter Honey and Alan Mumford in the United Kingdom have demonstrated in different ways that not only are there different methods and needs in learning, but that different people have different preferences for certain methods of learning. Some prefer the active, experimental approach; others the quiet reflective style; others the pragmatic, practical manner; and yet others a theoretical, logical, rational considering style. This suggests that one approach during a training course is unlikely to satisfy everyone in the course. This must be true unless everyone in the course has the same learning style preferences and the training offers this style—a most unlikely situation in view of the random distribution of different types of people in most parts of the population.

Practical activities set the scene for this varied approach. Short, effective input sessions can introduce an activity in which participants can experiment with or experience the concept being introduced. After the activity, time must be given for the individuals to reflect on the experience and then to share their thoughts and conclusions in a group discussion about the event. Activities of various kinds form the fulcrum for all these events, and the effective trainer must have a ready supply of these available to use when the occasion arises.

Purposes

Whatever the form of the activity, its introduction into the learning process must have a purpose, otherwise the trainees very quickly realize that their time is being wasted on a nonproductive event. The obvious results are loss of credibility on the part of the trainer and a linked reduction or withdrawal of learning motivation.

The advantages of using activities during training events include:

- They are experiential and require the active involvement of the learners rather than their passive role in the lecture/input approach.
- Depending on the type of activity, a varying degree of reality can be included, thus encouraging the learners to identify its relevance.
- Everybody can take an active part, whether this might be direct participation in the activity or as an observer of the process for eventual feedback to and appraisal of the actual participants. Methods exist to ensure that all members have the opportunity of directly participating and observing (for example, *The Fishbowl,* which is described later).
- The emphasis of activity is correctly oriented to the learner rather than the trainer, as is the case with lecture/input.
- The participants have the opportunity as they do in real life of learning from each other as they interact, in terms of both task manipulation and behavior.
- Even if the activity is a game that internally has winners and losers, all the participants are winners in different forms as a result of the learning achieved during the process. The trainer, however, must be skilled in making the participants accept this, since even in a simulated game the losers can very realistically see themselves only as losers.
- The activity is not a life or death situation, although on many occasions the participants involve themselves so completely that it becomes real. However, the experience lends itself to risk-taking, which would probably be avoided or frowned upon in real life.
- There is always opportunity after the event to move the learners away from the hypothetical to the consideration of real life by using the task and its process to identify similarities with the trainees' work.

- Activities make learning possible over a wide range of requirements and afford the opportunity for a number of aspects to be linked as they are in real life—planning, organization, operation, control, communication, motivation, behavior, problem-solving, decision-making, relationships and interactions, leadership, negotiating, meeting, presenting, analyzing, etc.

The activity is not, however, the panacea for all learning ills. Its disadvantages include:

- However lifelike, it is still a hypothetical exercise—a game to play—if the trainees take this attitude.
- There is the need to transfer learning from role playing to reality; this is sometimes more of a problem if the game aspect has been too successful.
- The artificiality offers “failures” a rationalized excuse for failure in that, “It is only a training exercise and I wouldn’t do that in real life.”
- Many of the activities with their associated feedback and appraisal sessions take considerable time, and it is sometimes felt, particularly by those trainers who prefer a “teaching” role, that too much time is utilized. This type of comment is rare, however, from the participants.
- It is difficult to time many of the activities, or some of the stages, and in particular the post-activity discussion. If time is limited in any way, it may be necessary to curtail some part of the activity, usually the discussion, with resulting frustration or resentment among the participants.
- Although using an activity may appear to be an easier option than giving a lecture or an input session, the reverse is in fact true. To extract the full benefits from an activity and its allied events, the trainer must have a complete knowledge of the activity, its reasoning, and the possible outcomes; the trainer must also have excellent intervention skills, knowing not only when or if to intervene at any stage, but also how to do so effectively. The trainer must be skilled at drawing out the lessons from the activity by encouraging the participants to share views, opinions, and feelings of which they may not be aware initially, or that they are not immediately willing to expose.
- It is easy for an activity to be chosen by the trainer, not because it is the most appropriate, or somewhat appropriate, for the training objectives previously determined, but because it is the trainer’s favorite game or because it is easy to use.
- When a trainer feels that a particular activity is so good for the situation that there can be no reason to use a different game, after a period of time and a number of usages, it becomes so well-known throughout the organization that the value is lost by pre-knowledge of the activity; the “answer” becomes known and people who have attended previous courses pass on the “best” process to subsequent attendees.

- Unless the activity is well planned, there are many opportunities for individuals, for whatever motives, to opt out of or to "switch off" from the activity. This negative behavior is much more possible during an activity when the trainer is "not in charge" than when the group is under the direct control of the trainer, such as during a lecture.

Occasions for Use

This book contains a representative selection of activities that can be used in a range of training events. Obviously the complete, possible range of activities cannot be included; with the many variations possible with each activity, the entries would certainly run into many hundreds. Some of the variations are included. With other activities, the possible variations are limited only by the imagination of the trainers. The basic principle must be that many options are available to the trainer, whatever his or her particular situation, and if one's techniques are restricted to traditional, risk-free and perhaps simplistic approaches, there will probably be a reduction in the amount of learning and certainly a reduction in the enjoyment of the learning experience on the part of the trainer and of the trainee.

Although the point has been made that activities are not the panacea for all training ills, they are so versatile that they can be used at any stage during a training course and for many purposes. If it is felt that the "traditional" approach to a subject is not producing the desired results, it is quite likely that an activity exists or can be produced that more than satisfies the requirements. Two such activities are described later in activities related to introduction and also in appraisal interviewing.

The use of activities is obviously not restricted to the main body of a training event: different activities have their place at virtually any stage, provided that the activity is planned and selected for each occasion rather than being arbitrarily inserted. Occasions during a training event when activities might be used to good effect include:

- During the introductory stage at the very beginning of a course
- During the introductory stage when people are starting to get to know each other and may need some assistance in this process—otherwise known as ice-breakers
- As a bridging event between the start of a program and the "main course" of the menu
- As, or part of, the main part of the event, supporting or replacing the learning points of the course
- Reinforcing the major lessons designed for the event, for example, by following a major input session on a subject or range of subjects
- Validating the learning as the event progresses rather than waiting until the end of the event—interim validation
- Ending a training event

The activities included in this collection cover all these eventualities and are indicated in the *Index to Activities.* This table has entries for all the activities and their use is indicated by a "•" in the relevant column. The vertical columns describe two distinct uses. The first six activity-category columns are used to indicate the use of the activities within the descriptions above. The remainder indicates specific skill uses within a learning event. If you are seeking an activity for a particular part of a course, refer to the first six column entries. If you are seeking one for a specific skill use, for example negotiating, identify the indicators in the column with that heading.

Although the activities are identified within these types of categories, most activities can be used for a wider variety of occasions than is immediately evident. Sometimes they can be used directly for this other purpose; at other times all they require are some minor modifications. The principal criterion for activity use is flexibility.

Using Activities

I suggested earlier that trainers may feel that an activity during an event is an easy alternative to presenting a full input session or lecture, whereas in fact the reverse is the case. Once the material for a lecture has been learned and practiced, then all that is necessary is to present it to the audience (obviously it is not quite as simple as that statement suggests!), but the use of an activity demands knowledge of the subject; knowledge of the mechanics of the activity; skill in presenting and controlling the activity (how to start it, if and how to intervene, and if and how to stop the activity); and above all, the skills of controlling the post-activity feedback, discussion, and so on, with all the flexibility needed in situations such as these.

Using an activity involves a fairly standard process, although some variations can occur. A typical sequence might be as follows:

1. ***Facility Allocation***
   This should go without saying, but it must be said, because on so many occasions, the activity organizer fails to take the necessary action (I know because I have failed to do so myself!). **Before the start of the activity, check any other rooms to be used.** Are the rooms vacant and available? Are all the required items provided in the rooms—briefs (fact sheets) for participants and observers, notepaper and pens, flipcharts and marker pens, copying facilities, computer, video unit, cassette recorder, closed circuit television camera/monitor /microphones, a clock, tables and chairs, and/or anything else that is essential to the operation of the activity? The credibility of the trainer and of the activity can be lost if, after the groups have dispersed, participants have to seek out the trainer to request basic needs that should have already been made available.

2. ***Introduce the Activity***
There may be some doubt or variations as to how much to disclose about the activity, its process or format, its content, and/or the reasons for holding it. My own experience is that in most cases, it is more effective and acceptable to the participants to disclose as much as possible—as much as is relevant to the operations of the activity. It may be, however, as unhelpful to tell the participants too much about what is happening or is about to happen or should happen, as to tell them too little. There will obviously be other occasions when it will be necessary to say nothing at all: for example, when part of the activity is the decision making by the participants on “what to do” in addition to “how to do it.” The activities described later include two such events.

3. ***Select the Participants***
Action at this stage will depend on (a) the size of the course group; (b) the team division and/or size for the activity; (c) any requirements for participants/observers/referees, etc. Some activities will require the whole group to be participants; some with participants and observers, and so on. Decisions will have to be made on how to select participants: by sex, age, location of work, type of work, friends/strangers, behavioral types, learning style types, leadership/membership styles, etc. It may also be that a decision has to be made about the need for a nominated volunteer/elected leader of the group.

   If the course extends over more than a few days, perhaps more than one week, and if several activities are planned for the event, other decisions will have to be made. Are the members of the groups to be the same on each occasion, building up family groups during the program, or is there to be a rotation of group membership? In the latter case, is the selection to be random, self-selection, or a structured rotation throughout the groups?

   These decisions will obviously be based on the type of course, the type and motives of the activity, perhaps even allowing for the developing relationships between individuals, subgroups, or groups. Whatever the decisions for whatever reasons, the underlying requirement is that the various options will have been considered by the organizing trainers, and the decisions made in light of the activity needs.

4. ***Detailed Instructions***
It is at this time, following the selection of groups, that final detailed instructions for the process are given. Experience has shown that these final instructions are not taken in when descriptions are made to the general group. The time constraints, if any, can be stated; any practical duties of the observers described; and the final result presentation method suggested, e.g., written recording on flipcharts, oral feedback by each group, group-to-group presentation and feedback, etc.

5. ***Observer Instructions***
In many cases, the role of the observer is as important as, or sometimes even more important than, that of the participants. Is the observation role to be left to the observers to determine on an individual basis? Are they to be given time as a group to design, with or without guidance, their methods and content of observation? Are they to be instructed separately on the method and techniques of their observational role?

6. ***The Activity Takes Place***
The trainer will have to make personal choices at this stage, depending on his or her own style or the absolute needs of the activity. One approach might be that once the groups are sent away to begin an activity, the trainer retires to another place to do what trainers must do when not directly controlling their course. The basis of this move is that if the activity is there for the members of the group to perform and self-appraise, etc., they should be left to get on with it. Perhaps they may take a wrong turn or run out of steam—if the responsibility for performing the activity has been given to them, they must accept this responsibility fully and find their own salvation. It would be invidious on the part of the trainer to intrude, interrupt, and, however effectively and efficiently done, take over the group. It is only later that the trainer should intervene to ensure that a full analysis is undertaken of whatever failures may have occurred.

On the other hand, there will be situations or activities that will require the trainer to keep in touch with the ongoing process to ensure that the group progresses in the most effective way possible. This may require the trainer to help people out of any major difficulties into which they may have allowed themselves to fall, but at the same time, be careful not to help them out of situations in which the activity is intended to teach them to resolve effectively.

There will be other occasions when the trainer will take part in the activity, principally for the purposes of obtaining feedback material to give to the group following the activity. This observation requires additional skills of the trainer in interaction and process observation techniques, such as Behavior Analysis, Sociogram Analysis, Activity Analysis, etc.

7. ***After the Activity***
What happens next is as important as the activity itself. Doing is obviously a vital part of any learning process, but it must be followed by an analysis of *what* happened, *how* it happened, *when* it happened, and *who* did it—and if we are feeling really optimistic, *why* it happened.

It is in this area that the skills of the trainer come into their own and may be used to encourage the participants to analyze thoroughly the processes in which they were involved and to extract from the observers the maximum amount of appraisal they can give.

The trainer must decide how involved in the discussion he or she should become. There must be some involvement; the group will look to the views of the neutral, external, and thus “uninvolved” observer.

If the post-activity discussion is to be controlled in any way, various process options are available. The group can be given complete freedom in the operation of the appraisal part of the activity, or the trainer can take full control and direct the activity by taking the leading part of the discussion. There are, of course, approaches between these extremes and in most cases one of these will be chosen, with the emphasis swinging toward the group-centered control.

One approach I have found very useful is for the trainer to lead off by asking an open question requesting views on what the activity meant to the members of the group. Any hesitations or falterings can be supported by the trainer’s interventions, but withdrawal must take place immediately after the feedback is back on course. When the participants have completed their approach to the activity, the trainer can then usefully summarize the results and/or add any essential aspects that might have been omitted.

Any specific and different approaches to operating an activity that might relate to an individual activity rather than to activities in general are included in that particular section later in the book.

Index to Activities

Activity No.	Activity Title	Page No.	Introductory Activities	Ice Breakers	Bridging Activities	Main Activities	Interim Validation Activities	Ending Activities	Assessing	Communication	Conflict/ Cooperation	Financial Awareness	Group Development	Influencing	Interpersonal	Interviewing	Leadership	Negotiating	Planning	Presenting
1	Action Planning	17						•	•										•	
2	Activity Appraisal	23				•			•	•	•		•		•					
3	The Appraisal Interview	27				•			•	•			•	•	•	•	•	•	•	•
4	As I See Myself	31		•	•					•			•		•					
5	At the End of the Day (1)	37					•		•	•	•		•	•	•					•
6	At the End of the Day (2)	41					•		•	•	•		•	•	•					•
7	At the End of the Day (3)	45					•		•	•	•		•	•	•					•
8	The Bad Manager	47		•	•	•				•					•		•			
9	The Creeping Death	51	•							•										•
10	Delegation	55				•			•	•	•			•	•	•	•			•
11	End-of-Course Feelings Review	57						•	•						•				•	
12	End-of-Course Review	61						•	•										•	
13	The Goldfish Bowl	65				•			•	•	•		•		•		•			
14	Goodbye	69						•		•					•					
15	Group Interim Course Review	71					•		•	•	•		•	•	•					•
16	Group Role Analysis	77		•					•	•	•		•		•				•	
17	Hotel Negotiation	81				•						•		•	•	•		•	•	
18	How Do We Tell the Trainers?	91				•				•	•		•	•	•		•	•	•	

Activity No.	Activity Title	Page No.	Introductory Activities	Ice Breakers	Bridging Activities	Main Activities	Interim Validation Activities	Ending Activities	Assessing	Communication	Conflict/ Cooperation	Financial Awareness	Group Development	Influencing	Interpersonal	Interviewing	Leadership	Negotiating	Planning	Presenting
19	How Do You Feel About People?	103				•			•	•	•		•		•					•
20	How I See You	111				•			•	•			•		•					
21	Image Identification	121	•							•			•		•					•
22	The In-Tray	125				•			•	•							•		•	
23	Individual Interim Course Review	167					•		•	•	•									•
24	The Mast Activity	173				•			•	•	•	•	•	•	•		•	•	•	•
25	Negotiation: Multiflex Ltd.	187				•						•		•	•	•		•	•	
26	The New Group	195		•		•			•	•	•		•	•	•		•	•	•	
27	Paired Interviewing	201	•							•					•	•				•
28	Past, Present, and Future	205	•							•			•		•					
29	Plenary Interim Course Review	207					•		•	•	•		•		•					•
30	Pre-Introductions	209	•																	
31	Priorities	211				•				•			•	•			•		•	•
32	Progressive Interim Course Review	215					•		•	•	•		•	•	•					•
33	Progressive Introductions	219	•							•			•		•	•				
34	Public Statements—"I Am" (1)	223	•							•			•		•					
35	Public Statements—"I Am" (2)	227	•							•			•		•					
36	Real-Time Priorities	229				•				•			•	•			•		•	•
37	Report Activity (1)	231				•				•	•	•	•	•	•		•	•	•	•
38	Report Activity (2)	237				•				•	•	•	•	•	•	•	•	•	•	•

Activity No.	Activity Title	Page No.	Introductory Activities	Ice Breakers	Bridging Activities	Main Activities	Interim Validation Activities	Ending Activities	Assessing	Communication	Conflict/ Cooperation	Financial Awareness	Group Development	Influencing	Interpersonal	Interviewing	Leadership	Negotiating	Planning	Presenting
39	Russian Roulette	245	•							•										•
40	Seating	249	•	•	•					•			•		•					
41	Selenia	253				•				•	•		•	•	•		•	•	•	
42	Self- and Study-Group Appraisal	277				•			•	•			•		•	•				•
43	Self-Assessment of Functioning in Group	285					•		•	•	•		•		•					•
44	Task Analysis	289	•	•	•						•		•							
45	Three-Word Assessment	293					•		•	•	•		•	•	•					•
46	Time Auction	297				•			•	•	•							•	•	
47	Time Management Ideas	301				•		•	•										•	
48	Trust Me	313		•						•	•		•	•						
49	Volunteers	317	•	•	•	•				•			•		•	•				
50	Work Likes/Dislikes	321		•	•	•				•			•		•		•			•

Time Checklist

This checklist gives an indication of the minimum time to be allocated to each activity. Time constraints will be affected by the number of participants and whether or not a limit is set on discussion periods.

Up to one hour…

At the End of the Day (1), (2) and (3)
The Creeping Death
Delegation
End of Course Feelings Review
End of Course Review
The Goldfish Bowl
Goodbye
Group Interim Course Review
How Do You Feel About People?
Plenary Interim Course Review
Pre-Introductions
Progressive Interim Course Review
Russian Roulette
Three-Word Assessment
Time Auction
Volunteers
Work Likes/Dislikes

Between one and two hours…

Action Planning
Activity Appraisal
The Bad Manager
Image Identification
Individual Interim Course Review
The New Group
Paired Interviewing
Past, Present, and Future
Priorities
Progressive Introductions
Public Statements—“I Am” (1) and (2)
Real Time Priorities
Seating
Self and Study-Group Appraisal

Self-Assessment of Functioning in Group
Task Analysis
109 Time Management Ideas
Trust Me

Between two and three hours…

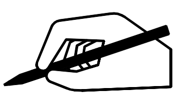
The Appraisal Interview
As I See Myself
Hotel Negotiation
How Do We Tell the Trainers?
How I See You
The In-Tray
The Mast Activity
Negotiation: Multiflex Ltd.
Selenia

Over three hours…

Group Role Analysis
Report Activity (1) and (2)

Activities

Symbol:

 Handout

1 Action Planning

DESCRIPTION

This is a simple but essential activity for use at the end of a seminar, event, course, or program to encourage participants to apply their learning upon return to their workplace.

SITUATIONS

At the end of the seminar, course, etc.

OBJECTIVES

- To remind participants of the learning points of the training event
- To encourage the commitment of participants to transfer their learning back to their workplace
- To produce an action plan

TRAINER GUIDANCE

A variety of alternative options are possible. These are outlined under "Method."

METHOD

1. Ask the participants to take a few minutes to think about the period of the training event, what happened during this period, what learning points were offered, and which learning aspects had the most significance.

2. When the participants have considered the above, also using any notes or handouts, they should then think about what they intend to do as a result of this learning.

3. These thoughts should then be:

   a) Made more specific in action terms

   b) Written down as an *Action Plan*

4. Distribute Handout 1.1 on which the participants should complete their *Action Plan.* It should be noted and explained that the format of the *Action Plan*—What, How, and By When—has been kept straightforward because experience has shown that the more complicated the plan, the less likely it is to be put into actual practice.

5. A provisional completion of the plan may be followed by dividing the participants into pairs to co-counsel each other on their proposed plans. This has the advantage of giving the opportunity of clarifying, modifying, extending, or amending the views held by each delegate.

6. Photocopy the *Action Plan* with the agreement of the participant. The copy is retained by the trainer for use in an eventual follow-up by asking the question, "You said that you intended to… How has this action progressed?"

7. Distribute a prepared document (Handout 1.2) with an envelope addressed to the trainer and annotated with a date for action. The date for action might be three, six, or nine months as agreed.

8. With the participant's agreement, photocopy the *Action Plan* and also agree that the participant meets with his or her line manager upon return to work and discusses the proposed action. At the three/six/nine month follow-up period, an inquiry about observed progress might also be sent to the line manager.

TIMING

Allow up to 45 minutes and no less than 30 minutes for this activity, with an additional 20 to 30 minutes for Step 5.

MATERIALS REQUIRED

1. Sufficient copies of Handouts 1.1 and 1.2 for each participant

2. Availability of a photocopier

Action Plan

Write down the actions you have decided to carry out as a result of attending this training event.

What I intend to do…	How I intend to do it…	By when…

Handout 1.2

Action Plan

Name, address, and telephone number of trainer:

____

____

____

____

Name, address, and telephone number of participant:

____

____

____

____

Dear Trainer:

When I attended the ________________ training course, I planned to put into effect the following ideas that appeared on my action plan. My progress so far has been:

1. ____

   ____

   ____

2. ____

   ____

   ____

3. ____

   ____

   ____

I require further help in the following areas:

____

____

____

____

____

Sincerely yours,

2 Activity Appraisal

DESCRIPTION

Many of the activities in this collection end with the requirement for an appraisal of the task achievement, the relevant process, or the interpersonal relationships involved. There are, of course, many ways to conduct appraisals; this is one recommended approach that places most of the responsibility for the appraisal process in the hands of the participants themselves.

SITUATIONS

This activity, or a modified version of it, can be used after any activity that requires an assessment of how the task has been performed and that also requires the appraisal to be participant-centered.

OBJECTIVES

- To assess performance in terms of task, process, attitude, and/or relationships
- To enable the participants to take control of the appraisal rather than to rely on the trainer

TRAINER GUIDANCE

In many cases, this approach to appraisal should be reserved for events taking place during a training session when the delegates are ready to take responsibility for activities themselves. However, I have successfully used this activity for appraisal after the first activity of a training event during the first afternoon, when it was desirable to encourage the participants to take early responsibility for their activities, for the way they learned, and to a large extent, for what they did and how they did it during the event.

METHOD

1. Immediately after the end of an activity, give the delegates a few minutes of free time to wind down from the activity, to chat among themselves, and thus start the process of mutual appraisal.

2. Describe the need for and process of appraisal, evaluation, and assessment of what has been done so that the maximum amount of learning can be extracted from the experience. (At this stage, if the trainer feels that it is relevant and has not already been described, the trainer can deliver a mini-session on the Learning Cycle developed by Kolb.)

3. Distribute the appraisal guidelines (Handout 2.1), and ask the participants to write down on the sheet short descriptions of their views, opinions, thoughts, and feelings as these apply to the questions posed. At this stage, this action should be undertaken individually.

4. When all the participants have made some entries on the sheets, invite them to share their views with the group as openly as they feel they can. Invite them also to take responsibility for the appraisal in that you, the

trainer, place no constraints on them (other than that of time, if appropriate). Consequently, decisions as to how they perform the appraisal, to what level, etc., are completely in their hands and all that you ask of them is that they answer all the guideline questions on the sheet.

5. Clarify with the group the role they wish you, the trainer, to take. Remind them that you have been an observer of their performance of the task and as such may have seen and heard things of which they were unaware. However, you will be included in the appraisal only on their invitation and to the extent that they decide. If the participants do decide to include you, permanently or intermittently, you must ensure that your contributions are the minimum necessary; otherwise there is the danger that you may (unwittingly) take over the discussion.

6. During the following discussion and appraisal, the participants may wish to keep the discussion at an oral level. Or they may be advised by the trainer before any discussion begins that one way of easing the transition is for:

   a) The guidelines to be written on several sheets of newsprint/flipchart paper and posted on the training room walls, and

   b) Each participant to write on the guideline sheets so that posted words or short phrases reflect what was written on their personal sheets.

   The entries on the posted sheets will then act as an introduction to the discussion and, in fact, can be retained by the group as a record to be compared with appraisals later in the course.

TIMING

There are four options:

- The trainer imposes a time constraint because of the requirements of the remainder of the course
- The trainer imposes no time constraints so that the discussion can continue as long as necessary
- The participants can impose their own arbitrary time constraint
- The participants decide to allow the activity to run a natural course

MATERIALS REQUIRED

1. Sufficient copies of Handout 2.1 for each participant

2. Supplies of newsprint/flipchart paper and marker pens

3. A supply of a reusable adhesive

Handout 2.1

Activity Appraisal

1. How successfully was the task performed? How was it performed? Were you satisfied with the outcomes?

2. What were the major reasons for the success or failure (or something in between)?

3. Were ideas listened to? Whose?

4. How were decisions made? By whom?

5. How much listening was taking place? Did *you* listen? Were *you* listened to?

6. What was the extent of the participation of the individuals in the group? Did some have too much to say and have too large a share of the time available? Were some too quiet, or even completely silent, and make too small a contribution both to the time allocation and the value within the task?

7. Did the quieter participants gain as much from their activity as the more active participants? Who says so—the quiet ones themselves or the others?

8. What was the level of support within the group?

9. What “undesirable” behavior occurred (arguing, sarcasm, put-downs, ignoring, opting-out, etc.)?

10. What have you learned from:

    a) The activity being appraised?

    b) This appraisal?

11. Which question was the most difficult to answer in:

    a) The activity (if appropriate)?

    b) This appraisal?

    Why?

3 The Appraisal Interview

DESCRIPTION

This activity substitutes practical and experiential learning for the more formal input session on interview techniques, and encourages learning by the delegates rather than teaching by the trainer.

SITUATIONS

As it is described here, it is suitable for use on training courses that are concerned with the skills of appraisal interviewing, but the activity can be readily modified for use in training on other interview techniques.

OBJECTIVES

- To identify the skills, techniques, and structures involved in job appraisal interviews
- To consolidate the learning in the first objective by means of an experiential activity
- To provide an interview structure for the delegates to follow during practice interviews

TRAINER GUIDANCE

1. The value of this activity is that the trainer is not required to deliver a considerable input session, with the resultant risk of limited learning. Instead, the participants themselves extract the information and, in so doing, commit themselves to the method.

2. Most participants will have experienced appraisal interviews from the point of view of the person being appraised; consequently there will be no shortage of views on what they would have liked to have happened to them and how they should have been treated.

3. If none of the participants has experienced an appraisal interview from either side of the table, there is little use in asking them to construct an interview. Instead, in such circumstances, the input session will be necessary.

METHOD

1. Divide the group into three smaller study groups.

2. Tell them that each group will be considering a different aspect of appraisal interviewing with a view to bringing the three parts together to produce a format for the type of interview they think will be most effective.

3. Provide each group with a task:

   a) **Group One:** To consider the necessary pre-interview action and the techniques, methods, behavior, and structure for the early stages of the interview itself

b) **Group Two:** To consider the main part of the interview and the techniques, methods, behavior, and structure necessary

c) **Group Three:** To consider the closing stages of the interview and post-interview action requirements

4. Require the groups to summarize their findings on newsprint or flipchart paper in a format that describes the progressive stages of the parts of the interview under consideration. The result will be guidelines for an appraisal interview from the time the interview is first being considered to the time after the person to be appraised has eventually left the interview room.

5. Require a spokesperson from each group to present the group's findings. The other groups may then, with encouragement from the trainer, question the presenting group, disagree with aspects of the findings, or actively support the guidelines presented.

6. Once final agreement about a comprehensive structure for an appraisal interview has been reached, require the participants to agree that this will be the format to follow in any practice interviews they will be required to perform. When they realize that this is what they will have to do, there may be some movement to modify the guidelines; normally any amendment should be resisted until after the interviews.

7. The discussion will then be followed by practice appraisal interviews using case studies as realistic as possible and *using the guideline structure agreed to.* Observers will normally be available and they should be instructed that, in addition to their observing the interviews for eventual feedback, they should also monitor the use (noting success or failure) of the agreed-upon approach.

8. After the first interviews and the normal feedback and appraisal following them, the participants should be brought back together to discuss these interviews in light of the guidelines produced. If the guidelines have been followed and have been successful, the practice can continue. If, however, it is found that the guidelines are not acceptable, the participants should be given the opportunity to make whatever modifications are necessary.

9. Finally, a discussion and summary of the interview methods, etc., consolidate the learning of the formulation discussion and any further consolidation through practice and guidelines modification.

Timing

1. Thirty to 45 minutes will be necessary for the study group consideration of the guidelines.

2. The full group discussion following the study group periods will depend on the amount of discussion following the presentations and the amount of agreement or disagreement, but will typically take about 30 to 45 minutes.

3. The amount of time necessary for discussion after the first interview(s) will depend on whether the formula produced was acceptable or not and whether much time will be necessary to produce any modifications. In the latter case, about 15 minutes will be required.

4. The final plenary discussion to summarize the guidelines will take about 15 minutes.

MATERIALS REQUIRED

1. Three study group rooms

2. Sufficient newsprint/flipchart paper and marker pens for each group

4 As I See Myself

DESCRIPTION

The basis of the activity is a set of subjects for the participants to discuss with the intention that they get to know one another better so that mutual assistance might develop with increased knowledge of personal needs.

SITUATIONS

This activity can act as an ice-breaker, particularly in human relations types of events, although it can be used in a variety of other types of courses where it may be necessary to extend the depth of views and feelings among the participants. Rather than ask them to talk about themselves and leave them to their own devices, a series of titles is offered to assist in the process.

OBJECTIVES

- To encourage the participants in a group situation to engage in a frank and open exchange of information about themselves
- To provide participant information so that mutual assistance might be given in the satisfaction of personal objectives
- To provide information that might be developed in later stages of the event

TRAINER GUIDANCE

As described in the "Method" section, the group should be given the opportunity to develop the activity. The problem for the trainer will be to take a back seat and allow the participants to proceed with the activity as they decide to do so. However, to interfere would be to take the role of discussion leader and to try to guide the discussion along the lines desired by the trainer. These lines, spoken or unspoken, and those of the participants, may not be the same, or the participants may not be ready to allow their feelings to emerge to the extent desired by the trainer. If this were to be the case, the activity would progress only a short distance along the intended path.

METHOD

1. Describe in general terms the type of activity (i.e., a discussion with a range of topics) and the objectives for the activity (i.e., a sharing of views that will assist the participants to help each other in the development of personal and group objectives).

2. Inform the group that you will be passing out a sheet with a number of subjects that individuals and groups find useful in this process (Handout 4.1).

3. Tell the group that there will be no constraints on the performance of the activity except that you would prefer people to remain as one group so that all members will obtain the maximum benefit from the views of everyone else. (You may have to place a constraint of time on the activity because of the event process. In this case the constraint must be

clearly stated.) If there are no constraints, stress this and remind the participants that this will mean the group's control of time; how they perform the activity; whether they use all the discussion guides and, if not, which ones will be used; the depth of discussion; any monitoring activities; and so on.

4. Having clarified any points raised by the participants, distribute Handout 4.1 to each member and retire to the background. From this point, intervene only at the request of the participants, and then only under duress. Intervention should be restricted to (a) explaining the activity further or, more particularly, (b) preventing the group from performing the process completely incorrectly (in the view of the trainer!). Any deviations from an appropriate approach can be discussed after the activity.

5. When the activity is completed, either because time is up or the group has decided that it has finished, lead a discussion on the process of the discussion or again give the group the lead in organizing and operating a discussion of this nature. The recommended approach is:

   a) Post the sheet of guidelines for discussion (Handout 4.2).

   b) Suggest that the group itself conduct a performance appraisal of the activity following the posted guidelines.

   c) Suggest that you, the trainer, should intervene with your own comments and observations, as seen from a neutral position, if the group wishes to have these comments included in the considerations. My experience is that in almost every case, this offer will be accepted.

   d) Allow the appraisal discussion to proceed either to its natural conclusion or, again, to a determined time limit. In both the activity itself and the appraisal, it is common for the group to set its own time limit; often this is broken by insufficient time being allowed for a realistic discussion.

Timing

This item will depend on whether the authority and responsibility for controlling the activity has been given to the participants; if so, then there is no time control. My experience in using this activity has shown a wide variation in participant-centered timing, but if an average could be obtained it would be approximately 1½ hours for the main activity and some 45 minutes for the appraisal for a total of 2 hours or more. However, it has been performed by some groups in a much shorter time and by some in a much longer time.

If the activity is to be trainer-controlled, the average times described above may be followed.

Materials Required

1. Sufficient copies of Handouts 4.1 and 4.2 for each participant

2. A supply of newsprint/flipchart paper and marker pens for the use of the participants as required

As I See Myself

1. When people talk about high achievers, I would say that I…
2. Back on the job people see me as…
3. My greatest need as a manager/supervisor/person is…
4. I feel almost alone when…
5. What I feel most disappointed about in life is…
6. In regard to being candid or “leveling” with others I…
7. As a group member I usually…
8. The feelings (emotions) I can express most easily are…
9. The feelings (emotions) I find most difficult to express are…
10. I came to this course because…

Activity Appraisal

1. How successfully was the task performed? How was it performed? Were you satisfied with the outcomes?

2. What were the major reasons for the success or failure (or something in between)?

3. Were ideas listened to? Whose?

4. How were decisions made? By whom?

5. How much listening was taking place? Did *you* listen? Were *you* listened to?

6. What was the extent of the participation of the individuals in the group? Did some have too much to say and have too large a share of the time available? Were some too quiet, or even completely silent, and make too small a contribution both to the time allocation and the value within the task?

7. Did the quieter participants gain as much from their activity as the more active participants? Who says so—the quiet ones themselves or the others?

8. What was the level of support within the group?

9. What "undesirable" behavior occurred (arguing, sarcasm, put-downs, ignoring, opting-out, etc.)?

10. What have you learned from:

    a) The activity being appraised?

    b) This appraisal?

11. Which question was the most difficult to answer in:

    a) The activity (if appropriate)?

    b) This appraisal?

    Why?

5 At the End of the Day (1)

DESCRIPTION

Many training events need a periodic, even daily, review of how progress is seen by the participants. A relevant questionnaire can help this activity.

SITUATIONS

This is suitable for any training event that requires interim review and for which any subsequent modification can be made based on feedback.

OBJECTIVES

- To give participants the opportunity to review and reflect on the training material of the day
- To give participants time and guidelines for considering their views about the course and learning process
- To preface a discussion about learning process
- To give the trainer feedback about the learning process *so that modifications might be made to the training if necessary*

TRAINER GUIDANCE

As with all interim validation assessments, there may be risk for the participants when feedback is provided by fellow participants. There can also be risk for the trainer who may receive feedback that is unwelcome and difficult to incorporate or resolve.

All interim assessments have a core reasoning that if the feedback shows that all is not well, something can/will be done. If this is not the intention or if it is not structurally possible to change, the process of assessment should not be initiated.

METHOD

1. The activity requires two time periods, one at the end of the training day and the other at the beginning of the next training day.

2. Allow a period of time at the end of each training day. Ask the participants to think about the questions contained in Handout 5.1, but do not distribute the document at this stage.

3. When sufficient time has been given for internal analysis by the participants, distribute Handout 5.1 and ask them to complete it as fully as possible. Tell them that you will analyze the responses before the following morning and that there will be an opportunity then to review the responses.

4. Before the start of the next training day, analyze the responses, particularly where there appear to be problems. Post this analysis on a sheet of newsprint or flipchart paper.

5. The following morning, initiate a discussion by displaying the analysis chart and summarize your conclusions. Invite comments from the members.

6. *Take action*. If there is a general comment on failure to learn something necessary to progress, some remedial action must be taken. If there are individual problems of learning, arrange individual instruction either by you as the trainer, by another person, or by a self-study learning package.

TIMING

1. Up to 10 minutes for review
2. Up to 10 minutes for completion of the sheet
3. Sufficient time to discuss analysis—usually a minimum of 30 minutes if necessary; more will depend on the extent of the problems raised

MATERIALS REQUIRED

1. Sufficient copies of Handout 5.1 for each participant

2. Resources to satisfy unfulfilled needs

End-of-Day Assessment (1)

Name: ______________________________ Date: ______________

1. How do you rate today as part of the course?

LOW					HIGH
1	2	3	4	5	6

2. Why have you given the rating in #1 above?

3. What have you learned today?

4. What has been consolidated or clarified for you today?

5. Is there any information presented today that you have not fully understood?

6. Would you have liked to see any of today's activities expanded further? If so, which one(s) and to what extent?

7. Any other comments?

Reproduced from *50 Activities for Developing Management Skills, Volume I,*
Leslie Rae, HRD Press, 1990

6 At the End of the Day (2)

Description

This activity is very similar to Activity 5, but can be performed completely at the end of a training day.

Situations

This is suitable for any training event that requires interim review and for which any subsequent modification can be made based on feedback. It is also helpful to trainers and participants if it is included at the end of a full day of training.

Objectives

- To give participants the opportunity to review and reflect on the training material of the day
- To give participants time and guidelines for considering their views about the course and learning progress
- To preface a discussion about the learning progress
- To give the trainer feedback about the learning progress so that modifications can be made to the training if necessary
- To provide a time during the training day separate from the concentrated learning/training that has been taking place

Trainer Guidance

As with all interim validation assessments, there may be risk for the participants when feedback is provided by fellow participants. There can also be risk for the trainer who may receive feedback that is unwelcome and difficult to incorporate or resolve.

All interim assessments have a core reasoning that if the feedback shows that all is not well, something can/will be done. If this is not the intention or if it is not structurally possible to change, the process of assessment should not be initiated.

Method

1. Ask the participants to think about the day's progress and look at the handouts distributed or the notes they have made.
2. After allowing participants a period of time to reflect as above, ask them to consider what has been the most significant feature or event of the day and to write down their comments on a sheet of paper.
3. Initiate a discussion of the responses to the question in #2 above.
4. Following this discussion, which can often be quite light-hearted, distribute Handout 6.1 for completion.
5. Initiate a discussion on the responses to Handout 6.1.

6. Produce an analysis/summary of the views expressed and post this sheet on the training room wall.

7. Depending on the responses and the extent of the discussion, a start of next-day activity may be necessary the following morning to clear up any problems.

TIMING	The timing of this activity must be flexible by necessity, but it is suggested that about 45 minutes should be allowed for the full activity at the end of the day. Much will depend on the extent and depth of the participant participation, the atmosphere created in the discussion, the potential problems, etc.
MATERIALS REQUIRED	Sufficient copies of Handout 6.1 for each participant

At the End of the Day (2)

1. What has been the most significant event of the day for you?

2. Today I have learned…

3. Today I have had confirmed/consolidated…

4. I have been surprised that…

5. I have been disappointed that…

6. I have decided that I can develop by…

7 At the End of the Day (3)

This activity follows the general pattern of Activities 5 and 6, but the supporting documentation contains one question only. This question can be selected from the following, or can be constructed by the trainer in a similar way:

- What is the best thing that has happened for you today?
- What has been the worst thing for you about today?
- What has been the most significant thing for you about today?
- It is now ___ o'clock. How do you feel about today?
- If we had to start today over again, what would you want to change?
- As a result of today I want to…

During the discussion, which the trainer can initiate following the participants' responses to the question, real views can be probed by following up with the questions:

- Why do you say that?
- Is that what you would really want to do?
- How would that make it better for you?
- What are you going to do about it?

8 The Bad Manager

DESCRIPTION

This activity is usually a trainer-led identification and discussion of those aspects of management that are seen by the participants to signify bad management, using actual situations rather than a theoretical model of management.

SITUATIONS

This activity is very useful as a bridging exercise in training events that are concerned with the skills of communication, interpersonal attitudes, or management/supervision techniques. It is best used when the earlier stages of introduction and settling-in have been performed, but before the major activity of the course is introduced.

OBJECTIVES

- To enable the participants, through discussion of elements of management, to recognize the effective profile of management
- To identify the need for effective interactive skills necessary for efficient management

TRAINER GUIDANCE

This activity should present no major problems of operation and it will be a rare occurrence if the participants are not able or do not wish to enter into the spirit of the activity.

METHOD

1. No introduction or explanation of the activity purpose is necessary and to provide one may in fact be detrimental to the natural process of the activity.

2. Ask participants to think, as individuals, of a manager with whom they work or have worked and who they would identify as a bad manager. The definition of "bad" is left to them.

3. Then ask participants to write, on an *individual* basis, on a piece of paper, short phrases or words that give their reasons for choosing the person they have identified as a bad manager.

4. When the participants have completed their listing, lead a sharing session in which all the words and phrases individually listed are recorded on a sheet of newsprint or flipchart paper. These words/ phrases can be elicited from the group by asking, "Tell me what you have written down and we shall see what common views emerge." Once the first contribution has been made, there will be little hesitation on the part of the participants in offering their contributions. Write down the words/phrases expressed by the participants rather than try to paraphrase or interpret what they mean. The group listing should continue until there is no response to a question of the order of "Is there anything we haven't

already recorded that has been written down by any individual?" Don't attempt to classify or group the contributions according to any criteria you might have in mind.

4a. (A variation of steps 2 through 4) Instead of asking for individual listing followed by group disclosure, the full group is divided into smaller groups and each small group separately considers and records their views on newsprint/flipchart paper regarding comments in steps 2 and 3.

5. In the basic activity description, the group listing will be followed by a plenary discussion of the points that have emerged. In the activity variation described in step 4a, each small group will present its findings and the plenary discussion will follow these presentations.

6. Whichever variant is followed, the plenary discussion will follow generally the same lines. It is virtually certain that the listings will include an almost total majority of descriptions relating to inappropriate communications and interpersonal relationships of the manager. Comments about his or her inability to perform the tasks of the group will occur only rarely. Discussion can then follow the lines of the skills of management being generally not in technical or personal performance aspects but in real management skills that involve the management of people above anything else.

7. Toward the end of the discussion, it is useful to raise the question of how the participants feel about the descriptions and if they give signals about anyone other than the managers to whom they were referring. Usually they realize the implications for themselves as managers and this can raise further discussion.

8. Another discussion point toward the end of the main discussion can relate to whether people are aware of what their subordinates are saying or would say about them if they were to be placed in this situation.

It can be seen from the above guidelines that discussion can be far-ranging beyond the limits of a straightforward consideration of the aspects of bad management. In order to keep control, the trainer, aware of the issues that could be raised, must apply tactical constraints on the extent of the discussion and must be prepared, and sufficiently skilled, to decide at any stage whether the issues being raised are sufficiently important to be followed up on at that point or held until a later time.

TIMING

If the individual listing method is used, allow up to 10 minutes for the individual participants to note their identified characteristics. If the small group approach is used, 20 minutes should be allowed for the groups to reach their conclusions and list them on the newsprint/flipchart paper; in the small group approach, it will be necessary to allow a further 15 to 20 minutes for the presentations by each group.

	The general discussion on the aspects identified and publicly presented will have an approximate duration of 20 minutes, with an additional 10 minutes if subsequent discussion points are raised. A final summary by the trainer could take up to 10 minutes. The total time for the activity will therefore range between approximately 45 minutes to 1¼ hours.
MATERIALS REQUIRED	1. Sufficient rooms if the small group approach is to be used 2. Newsprint/flipchart paper and marker pens in all rooms to be used, including the room where the full group discussion takes place 3. Paper supplies for each participant

9 The Creeping Death

DESCRIPTION

This is a simple activity in which the course participants introduce themselves in a variety of ways.

SITUATIONS

This is useful at the start of any course where the participants do not know each other, or know each other only minimally. Other approaches are possible when the course participants know each other well and are well-known to the trainer, and more so when, although the participants are reasonably intimate, the trainer is the stranger.

OBJECTIVES

A number of objectives are possible within an activity of this nature:

- To encourage group development by starting the members talking within the group
- To give each member some indication of the job, interests, etc., of the other members of the group
- To start to overcome the concerns of some members by giving them the opportunity to start talking
- To start the process of awareness between the group members, and/or the trainer and the group members
- To "break the ice"

TRAINER GUIDANCE

The trainer has a number of options relating to the type of information required from the participants, but above anything else, consideration *must* be given to the question of what type of introduction is required or valuable.

The simplest request is to invite the members to introduce themselves. However, if this is the opening, be prepared for the introductions to emerge in virtually any form and to any length. Do not be concerned about what emerges, only that the members speak.

A more common direction by the trainer leads the members to introduce themselves in particular ways:

a) A very structured approach can be used, with the members being instructed to specifically provide their:

   - Name
   - Employing organization or division of a common organization
   - Job title and brief outline of duties
   - Length of time performing these duties

- An outline of previous career
- Hobbies and interests

Or the trainer may want to use only a specified selection of the above.

b) An introduction similar to the above, but allowing the individual to choose the information.

c) A compromise in which specific items are requested and linked with an open invitation to comment on any other aspects.

For whichever introduction is required, some period of time should be allowed before the introductions begin to allow the participants to consider the items suggested in terms of:

- What they should say
- How much they should say on each topic and the total introduction
- How they should make their contribution—straight, with/without humor, detailed, vague, general, contentious, safe, etc.

The amount of guidance given on what should be included and to what depth will influence the degree to which the introductions given may vary from what the trainer wants or intends. The looser the guidance, the greater the risk of variation and often complete straying from the path. But apart from the structured approach, the trainer can usually influence the responses. This is affected by the trainer or trainers starting the activity and modeling the desired method.

As an example of this, in many training courses it is useful to know information such as the amount of experience on the relevant subject the learner has, the types of problems encountered, and a brief indication of how solutions have been approached.

Such an introduction was given by a colleague and me at the start of a stress management course that we were facilitating. My colleague started by giving a brief description of who she was and a very brief résumé. She then described a situation in which she had worked, a situation in which she experienced considerable stress, her resultant emotions and feelings, and some of the actions that were taken to reduce the stressful situation.

I followed by starting my introduction in a similar way, but then describing certain aspects of stress I had experienced and from which I had suffered and still had occasional effects, and the ways in which I had attempted to overcome this very personal stress. The introductions sounded a little like the start of an Alcoholics Anonymous meeting, or perhaps “Stress Anonymous”! But as a result of this style of introduction, we had demonstrated both our willingness to disclose personal stress details and their effects on our emotions, feelings, and behavior. As a result of this openness, the first

participant to introduce himself did so in exactly the same way, as did the second, and this pattern was repeated throughout the remainder of the group.

There is, however, no guarantee that the pattern will emerge or even, if initiated, continue. But once started, the likelihood of continuance and even greater disclosure increases. The modeling by the trainers certainly helps and this can be supported by, if possible, choosing as the first speaker one who you are fairly certain will continue the pattern you have suggested.

METHOD

1. The activity is introduced by stating the objectives. Because the group has to work together as a group for the duration of the course, it will be helpful for the members to start to get to know one another. This process will be initiated by the members introducing themselves to the remainder of the group.

2. It is at this point that you, the trainer, will describe the option or options available to enable the process to work effectively—this was described in the previous section. Make the decision whether to introduce yourself or to omit self-introductions. The advantages of the former approach have been described earlier.

3. The next stage is the one from which the term “Creeping Death” emerges. In this version of the activity, the first person invited to speak is the one at one end of the **U, V,** or Π formation if the group is seated in one of these configurations. If the group is seated in a circle, you have the option of deciding where to start, rather than being forced to the extreme of one of the other configurations. If the group is seated in classroom or theater style, the starting point can be at one end of either the front or rear row.

4. The succeeding steps develop the “Creeping Death.” The second speaker will be the one seated next to the first speaker, and so on, depending on seating arrangements. Obviously, in a method such as this, there will always be one course member who will be at the end of the line and one next to the end. These are the people who will have to wait, and know that they are going to have to do so, until everyone else has spoken—a situation that can be a nerve-wracking experience for some, boring for others.

   The advantages of this approach are that there is little chance of anyone being omitted from the introduction process and that all know when they will need to speak and the order in which this will occur. However, some disadvantages have been suggested earlier.

5. The principal objectives for holding introduction events have already been stated, but they should also include, albeit implicitly, that the introductions should be listened to. In the “Creeping Death,” there is always the danger that while the earlier speakers are introducing themselves, the ones who know their turn is still to come are so concerned with what

they are going to say that they do not listen. Similarly, those who have gone through the ordeal are so relieved that they, too, do not listen to those who follow them, or they may become quickly bored at having to listen to the subsequent procession of speakers. This will be particularly so for early speakers; after all, the most interesting statements have already been made—by them! The trainer, of course, will not only have to listen to all accounts, but will have to demonstrate this by asking for clarification at relevant times.

The "Creeping Death" can be a very disturbing experience for some people, especially those who are under some stress for some reason and the trainer must be alert for signs of any undue pressure.

TIMING

The length of time taken by this activity can vary considerably depending on the number of course members involved, the extent to which they wish and are able to talk easily, and the control—overt or covert—exerted by the trainer. A typical time for a group of 12 course members could be about 30 minutes if a reasonable amount of detail is to be given, rather than a very quick, "My name is…, I come from…, my job title is…" in which case the introductions could be over in 10 minutes or less.

MATERIALS REQUIRED

None

10 Delegation

DESCRIPTION

This is an observed role play activity involving an interview between a manager, who is delegating a task, and a subordinate.

SITUATIONS

This is appropriate for any training event in which delegation becomes an important topic. Such programs would include those dealing with staff management and also time management.

OBJECTIVES

- To give participants practice in the skills of delegating
- To receive feedback about a practical experience in delegating
- To give practice in observing processes
- To give practice in giving process feedback

TRAINER GUIDANCE

This activity should follow some form of background on the skills of delegating when it is necessary to give the participants the opportunity to practice and consequently consolidate the training they have received. It can similarly be used as an activity to reinforce listening, observing, and appraising.

In addition to the activity itself, it is necessary to have another activity or task fact sheet, the purpose of which is to be delegated in detail. Use either a hypothetical activity or a typical, actual delegation task from within the organization.

METHOD

1. Following the input on delegation (or not, if the objective is to identify what has gone wrong, with no prior guidance on techniques), divide the participants into groups of three. Appoint one as the manager, one as the subordinate, and one as the observer. (Alternatively, allocate the groups of three and allow the delegates to select their own roles.) If time is available, the selection is not critical, because the roles can be rotated with further delegation tasks.

2. Issue (if available) a handout on the techniques of delegating to the subordinate and to the observer. Allow time for participants to read this.

3. Issue the detailed fact sheet of the task to be delegated to the role manager who should familiarize herself or himself fully with the details of the task to be delegated.

4. Locate the triads so that the task can be performed as if it were an actual situation in the manager's office. The observer must play a low-key position and must not interfere. The observer, however, must ensure that the process is not short-circuited in any way (e.g., by the manager simply

handing over the fact sheet). Allow up to 15 minutes for the activity, or an assessed longer period depending on the complexity of the task.

5. Following the completion of the task, the three members of the triad should comment on their perception of the process and success of the event. The process for this discussion should be recommended in the order of:

   a) The manager (self-analysis)
   b) The subordinate (feedback from the receiver)
   c) The observer (feedback from a neutral source)

   The feedback should include comments on the level of the delegation event, its success or otherwise, whether all aspects were covered and understood, accepted, and agreed upon; comments on the interviewing style and techniques; and comments on the interpersonal interactions, including non-verbal communication of listening, not interrupting, and so on.

6. Where possible, observe at least one of the role plays and assist with the feedback, but only if a significant aspect is omitted by all three principal appraisers—a very unlikely prospect.

7. On completion of the appraisal session, the roles in the triad should be switched so that the initial observer becomes the subordinate, the manager becomes the observer, and the subordinate becomes the manager.

8. The delegation process is repeated with a different task and is appraised. The role rotation is performed again so that all three will have taken on each role. If there is not enough time to do this, one role play will have to suffice with the subordinate and the observer taking the learning from their observations, reception, and giving feedback.

9. On completion of all the role plays, it will be useful to hold a short, full-group session to discuss common awareness comments and to clarify any misconceptions or widespread problems.

TIMING

1. Up to 15 minutes for comprehension of the role material
2. Fifteen minutes for each delegation role activity
3. Fifteen minutes for the appraisal multiplied by 3 if time allows
4. Up to 15 minutes for a final group discussion

MATERIALS REQUIRED

The required number of different activity or task fact sheets for which delegation is to be performed

11 End-of-Course Feelings Review

DESCRIPTION	The format and content of a course review depends on the nature of the course itself. The variation in this case is used principally in human relations training, particularly where there has been an emphasis on feelings rather than on knowledge or opinions. The instrument continues this emphasis.
SITUATIONS	This is useful at the end of a human relations/interpersonal skills type of course when it is desirable/necessary to obtain a written review.
OBJECTIVES	• To encourage among the participants serious consideration of what occurred during the event • To have the participants commit themselves to what they thought about the training value • To start the process of having the participants consider what they are going to do as a result of the learning • To give the trainer objective feedback about the way the event has been received
TRAINER GUIDANCE	No particular comments necessary
METHOD	1. Distribute Handout 11.1. 2. Ask for complete honesty and comprehensive comments. 3. Tell the participants how it will be used and who will see it. 4. Allow ample time for completion.
TIMING	Allow a minimum of 20 minutes for completion of the handout.
MATERIALS REQUIRED	Sufficient copies of Handout 11.1 for each participant.

End-of-Course Feelings Review

1. The feelings I have about this event are:

2. If this course had been a book, film, or play, the title would have been:

3. If this course had been an animal, bird, reptile, or insect, it would have been a:

4. The parts of the event I enjoyed most were:

5. The parts of the event I enjoyed least were:

6. The parts of the event I can make use of are:

7. The parts of the event I can make least use of are:

8. Something that emerged (or was confirmed) about me was:

9. Something I learned (or had confirmed) about other people was:

10. If I did this event again I would:

11. I regret not having said or done:

12. I regret having said or done:

13. I feel:

Name: ______________________________

Address: ______________________________

Date: ______________________________

12 End-of-Course Review

DESCRIPTION

There are innumerable varieties of end-of-course review sheets; their actual format and content depend on the nature of the training. The document described here is one format that I have found not only to be valuable in a number of situations, but also rises above the level of the common accusation of "happiness sheet."

SITUATIONS

Use at the end of any learning event for which immediate validation feedback is required.

OBJECTIVES

- To encourage among the participants serious consideration of what occurred during the event
- To have the participants commit themselves to what they thought about the training value
- To start the process of having the participants consider what they are going to do as a result of the learning
- To give the trainer objective feedback about the way the event has been received

TRAINER GUIDANCE

The main decision to make concerning validation sheets is whether the rating scale should have an odd or an even number of boxes for marking. If there is an odd number, usually 5 or 7, there is the danger that too many markings will be entered in the "safe," or "average," or "neutral" middle box rather than positively choosing "good" or "bad." If, however, there is no middle box, some participants may say that they cannot score the item because it made little impact on them and they would have scored it in a middle box. My own experience and preference has always been toward the even number of boxes, usually 6.

METHOD

1. Distribute the validation questionnaire, Handout 12.1.
2. Ask for complete honesty and comprehensive comments.
3. Tell the participants how it will be used and who will see it.
4. Allow ample time for completion, not the spare five minutes at the end of the course.
5. If time allows, group the participants into pairs or small study groups to especially discuss the action points—this can usefully precede an action planning activity (see Activity 1).

TIMING

The time necessary will depend, to a major extent, on the number of items to be assessed; however, allow a minimum of 20 minutes with additional time if there is to be a subsequent discussion.

MATERIALS REQUIRED

Use a handout similar to Handout 12.1, but the sections and questions will need to be modified according to the items included in the event and/or the items you wish to have assessed. It is not always necessary to seek assessments of all items, particularly for an event that is long standing. In this latter case, all that may be necessary is an assessment sheet with selected items to be validated and, at intervals, an assessment containing all the items of the course. Handout 12.1 is a sample instrument with the first two items only and the final page.

You must also decide whether or not to include domestic questions, including those about the training location, hotel accommodation, the skill of the trainers, the enjoyment level of the course, etc. My recommendation is to concentrate on the amount of learning achieved or not achieved and the intentions for action. The more numerous the items on which to comment, the less the likelihood of complete assessments by the participants. If it is necessary to ask questions about accommodation, administrative arrangements, and so on, it is probably best to use a separate inquiry sheet.

End-of-Course Assessment: Time Management Seminar

Please score all sections by entering a check (✓) in the relevant box, and in every case, comment as fully as possible on your ratings. The comments you make will be kept confidential. Thank you for your help.

1. Introductory activity related to time problems:

VERY USEFUL					NOT AT ALL USEFUL
1	2	3	4	5	6

If you rated it 4, 5, or 6, please state why you gave it this rating and how it could have been improved.

If you rated it 1, 2, or 3, please state why you gave it this rating.

2. Setting priorities session:

LEARNED A LOT					LEARNED LITTLE
1	2	3	4	5	6

If you rated the session 1, 2, or 3, please state how you intend to use what you have learned.

If you rated the session 4, 5, or 6, please state why you have given that rating and how you think improvements could be made.

Handout 12.1 (concluded)

3. The seminar as a whole:

VERY GOOD					POOR
1	2	3	4	5	6

ENJOYABLE					NOT ENJOYABLE
1	2	3	4	5	6

LEARNED A LOT					LEARNED LITTLE
1	2	3	4	5	6

WOULD RECOMMEND					WOULDN'T RECOMMEND
1	2	3	4	5	6

4. Any other comments:

Name: ____________________

Address: ____________________

Date: ____________________

13 The Goldfish Bowl

DESCRIPTION

This is a technique rather than an activity, but it is included here because it involves activity and is based around activity. Simply stated, it is the use of peer observers during an activity performed by the remainder of the group, with specific feedback in mind.

SITUATIONS

The activity can be used for any event that requires group participation, with or without leadership, and that benefits from feedback of the task and interactive performance as a result of peer observation. It is the extension of the use of part of a training group in an observational role.

OBJECTIVES

- To enable participants to perform an activity-based task
- To enable participants to observe task or activity performers
- To enable participants to give and receive appraisal of task and activity performance

TRAINER GUIDANCE

The important roles are those of the observers who watch particularly the process and behavior of the working group and the individuals within that group. The observers, because they are looking more at the process than at the content, can usefully identify learning points from the activity being observed. Giving positive and non-evaluative feedback on the process to the members of the working group will enable them to identify learning points about the process that they might otherwise miss because of involvement in the activity. This activity may be a practical exercise or a discussion: two activities will be needed, and it will help the process if the two activities are related or linked in some way.

METHOD

1. The activities should be determined by the trainer. One set of activities that I have found to be useful in this instance is to ask the first group of participants to discuss and list the aspects of a bad manager (if this topic has not been used previously). The second group can then discuss and list the elements of a good manager—usually this second discussion is not a simple reversal of the results of the first discussion because the first group of observers have been so busy "observing" that they did not become aware of the content. Also, if the first discussion group's list, which may have been posted, is taken from public sight, this will not act as a distraction to the second discussion group.

2. The full group (of say 12 participants) should be divided into two groups of 6 each. It is desirable, although not absolutely essential, that the groups be equal in number.

3. One group should be designated as the first "discussion" group and the other group as the "observer" group.

4. The observer group should be reminded of the types of process and behavior activities to look out for in a group interaction, or be reminded of the behavior categories and the method of performing an interaction analysis that might have been the subject of earlier learning.

   The nature of the observation required will depend on the observation skill level of the observer group. If there has been no previous learning, practice, or experience, the guidance given will be in fairly general terms. The observers will be asked to watch for levels of contribution: very active or inactive participants, lots of interruptions, ideas being ignored, statements being continually disagreed with (aggressively or otherwise), pairing or subgrouping within the group, exclusion of member(s), etc.

   If the observer group is experienced in observation or received instruction in the techniques of, for example, behavior analysis, they should be requested to use these techniques in their observations and be given the necessary observational instruments. In this way, the activity of observation might also act as practice of behavior analysis techniques either to consolidate levels already attained or to advance the skill level of the group in this area.

5. The task for the “performing” group should then be described to the group and any constraints placed upon the activity, e.g., time. It is usually appropriate to contain the activity within the relatively short period of time so that the observers, if inexperienced, do not have heavy demands placed on them. A period of 20 minutes is usually sufficiently long to allow behaviors to be exhibited and for the observers to note and record them.

   If it is relevant, a written fact sheet describing the requirements of the task should be issued to the “discussion” group, and it may be advisable on occasions not to disclose this to the observing group so that they are not disturbed by the task and can consequently concentrate on the process.

6. For the purposes of observation, the individuals of each group—the observing group and the discussion group—should be paired. One of the observers should be responsible for observing one of the discussion members; another observer; a different discussion member; and so on. If the numbers are uneven, then the most skilled or experienced observer should be assigned to observe two of the discussing members. This division into paired elements will ease the burden of the observers who consequently will only have a limited personal observation to make.

   The individual observers will need to be completely clear about their roles, who they are observing, and what they are looking out for. The trainer will need to decide whether the pairing is made “public” so that the discussion members know by whom they are being observed, or even, for the first activity, whether the observation should be made known at all.

7. Whether or not the observational methods are made known to all, it is important that:

    - The group under observation should not feel that they are being assessed or tested
    - The activity is a vehicle for learning
    - The activity is principally to provide an opportunity to practice observation and feedback
    - It is known that the roles will be reversed later—everybody's turn will come!

8. The final stage of the first part of the activity is when the observers give their feedback of what they have observed to the discussers. The real value of the activity is in this appraisal and analysis of the activity.

    Two approaches are possible. In the first, the trainer will lead the post-activity discussion, leading the observers through their feedback to the discussion members. If this is the trainer's intention, there should have been sufficient preparation to permit a smooth regulation of the questions posed to the observers. It may be that at times the appraisal discussion will stray from the relevant path; the trainer should be ready to steer it firmly back to the discussion. There may be times when the observers falter in their feedback process; it is obvious that they have not dealt with every aspect that needs to be covered and they know it. The trainer should have the techniques and skill to be able to help the observers articulate their views.

    The alternative approach is to allow the group to conduct its own appraisal. This can be particularly valuable because it offers the group ownership of the progress of the learning event. There is, of course, the risk that the group will not conduct the appraisal in a way that increases learning—this risk is higher earlier in a training event.

9. In addition to the specific individual observation briefs given to the observers, a typical general questionnaire, possibly to ease movement into the appraisal, might include the following questions:

    - To what extent did the group meet its objectives?
    - How systematic was the discussion?
    - What were the three best features of the activity?
    - What were the three worst features of the activity?
    - Who helped the activity and process most?
    - Who helped the activity and process least?
    - How appropriate was the leadership style (if any)?
    - What have you learned from the activity?

10. Once the appraisal of the first discussion group has been completed, the roles should be reversed. The group that acted as the first discussion group will become the observers, and the initial observers will become the activity participants. In this way, the entire process can be repeated, although there may be some restriction as a result of the knowledge of the discussion group being observed. It is rare, however, for this knowledge to have much effect on the process—the group usually becomes quickly immersed in the task.

TIMING

The timing will need to be reasonably generous for the appraisal feedback sections of the dual activity, but as suggested earlier, approximately 20 minutes should be sufficient for the discussion activity itself. Obviously, as suggested with other activities, time constraints can be imposed within the requirements of the training event.

MATERIALS REQUIRED

1. Newsprint/flipchart paper and marker pens for use as required
2. Written fact sheets, as necessary, to be distributed to the discussion groups
3. Observation instruments or instructions, as required, for the observing groups

14 Goodbye

DESCRIPTION	This activity is a simple way to end the learning event on a positive, practical note.
SITUATIONS	Use it at the end of any learning events.
OBJECTIVES	To ensure that the event ends in a positive, practical manner
TRAINER GUIDANCE	For Step 2 in the "Method" section below, it will be necessary to check that all the participants are willing to disclose their statements. Do not force anyone to do so unwillingly.
METHOD	1. Invite all the participants to write on a sheet of paper where they *hope* they will be and where they *think* they will be in 1, 5, and 10 years' time. ("Where" means state of mind, job, position, mental attitude, level of happiness, or any other definition.) 2. When all the participants have written these down, invite them to read their statements to the remainder of the group. (As mentioned above, it is essential at this stage that any disclosure must be voluntary.) 3. End the course.
TIMING	This activity will take about 15 minutes, depending on the number of participants and any absence of discussion following the disclosure of "where" statements.
MATERIALS REQUIRED	Paper and pens

15 Group Interim Course Review

DESCRIPTION

It is valuable during many events, if a regular review system has not been installed (see *End of Day* reviews), to have a method of discovering the participants' attitudes about what is happening in the course. This is one of four simple activities that summarizes the basic approaches to "Interim Reviews," course reviews that are held about halfway through the event so that there is time to take remedial action if this is found to be necessary (see also Activities 23, 29, and 32).

SITUATIONS

Use about midway in any training course where it is desirable to know how the training is being received and/or there is intention to make modifications and take remedial action if necessary.

OBJECTIVES

- To give the participants the opportunity to review and reflect on the training and learning up to that stage
- To give participants time and guidelines to consider their views about the course and learning process
- To preface a discussion about the training process
- To give the trainer feedback about the training process *so that modifications might be made to the training*
- To progress small-group development and relationships

TRAINER GUIDANCE

There are benefits and also risks involved in using this approach rather than the individual review described in Activity 23. Because the review is conducted in a group and consequently any views expressed come from the group rather than an individual, the likelihood of more forthright, open, and honest comments is greater. However, if there are members of the group with minority views and these members are so dominate that the majority views are subjugated and submerged, the impression will be given that the group view is the minority expression. At the plenary stage, the trainer must be alert to any signals that might suggest this, and must also ensure, by questioning, that what is emerging is the majority or consensus view that also takes into account any minority views.

METHOD

1. Divide the participants into study groups of no more than 4 members in each group.

2. Ask the participants to consider the course so far, discuss in their study groups, and summarize the majority or consensus views indicated. The groups can be assisted, guided, or led in this task by:

a) Placing no constraints on how they review

b) Providing a copy of Handouts 15.1 and 15.2 to serve as a base from which to work within the group

3. On completion of the study group reviews, conduct a feedback and discussion session based on the summaries presented by the groups.

4. Agree on any action necessary.

TIMING

1. More time will be necessary with the small groups than with the individual reviews because the likely action within the study groups may be:
   a) Individual completion of assessment sheets;
   b) Group discussion; or
   c) Group summary of views.

   It is likely that up to 40 or 45 minutes will be required for this stage.

2. The plenary discussion will depend on the number of study groups to report back, the differences to discuss and resolve, and a summary of views produced. In many cases, this is likely to take an additional 40 to 45 minutes unless there are no problems at all.

3. Fifteen minutes will probably be necessary at the end of the plenary discussion for the action agreement.

MATERIALS REQUIRED

1. Sufficient copies of Handouts 15.1 or 15.2 for each participant

2. Newsprint/flipchart sheets and markers in each room

Interim Course Review

Please check the space to show where you rate the item listed.

1. Name of session, activity, case, video, etc.:

____

	Very Good					Poor
Presentation						

	A Lot					Little
Learning						

Please state briefly why you have given these ratings:

2. Etc.

The entries in each section will depend on what has preceded the review, and which activities the trainer wishes to review. The two items shown—presentation and learning—can be supplemented with other items, again depending on what the trainer requires to be assessed.

Remember, however, to only ask for what is absolutely necessary. The more the participant is required to write, the less content will likely be written or less consideration will be given to the responses.

The actual format of the review can, of course, be that of any end-of-course type of review used.

Interim Course Review

1. Which activities so far in the course have you found most useful? Why?

2. Which activities so far in the course have you found less useful? Why?

3. What new aspects of knowledge/skills have you learned so far?

4. What aspects of knowledge/skills that you already held have been positively reinforced?

5. What do you intend to do back at work as a result of the above?

6. What learning have you not achieved so far from the material that has been introduced? Why do you feel this is so?

7. What other learning do you want to achieve and what material does not, as far as you know, seem to be covered in the remainder of the course?

8. Any other comments?

16 Group Role Analysis

DESCRIPTION

The format of this activity is one of group role analysis and identification. Through discussion, the strengths and weaknesses of the groups are revealed, and the opportunities available to them identified and linked to the existing and potential threats to their development.

SITUATIONS

This activity is one that is suitable (1) for a group or groups of individuals who are either part of an existing team, a developing team, or even an embryonic team, and (2) for a group at a course during which they go from being unfamiliar participants to a cohesive group or even a team. It is probably most appropriately considered as a bridging activity rather than an introductory activity, since more value appears to result when the people involved have started to settle down as a group rather than in the very early stages of group development when candidate statements are less likely to emerge.

OBJECTIVES

- To identify the strengths, weaknesses, opportunities, and threats of and to the individuals of the group and also the group itself
- To lead the group, having made the identifications, to consider ways in which the various aspects relate to the group development
- To give the group the opportunity to discuss and agree on ways in which development might take place, using the information obtained

TRAINER GUIDANCE

Because the emphasis of this activity is on the development of the group's knowledge of its own role, the trainer should play only a minimum part in the process—more as a facilitator than as a trainer. He or she should set the process in action, monitor the process and needs of the group without major interventions, and initiate the subsequent appraisal of the information obtained. Any other role will not only be, but will be seen by the groups to be an interference by an "outsider."

METHOD

1. The trainer will introduce the activity by describing the needs of a developing group in that the group has to be as aware as possible of the factors working for and against it. During this description, a mini-session on "Force Field Analysis" might be usefully included to offer assistance to the group in its considerations.

2. The process of identification should then be described and the model often referred to by the acronym of SWOT introduced. This involves the analysis of the group's roles in terms of:

   - **Strengths**—the skills, knowledge, interpersonal relationships, and attitudes possessed by the particular group in question

- **Weaknesses**—the deficiencies in the elements described above that must be remedied in order to develop the group's effectiveness
- **Opportunities**—the actual and possible ways in which the group could, if it were to work in a more effective way, improve its position within the organization
- **Threats**—the major problems facing the group in any attempts to counteract its weaknesses and the existence of barriers either in the organization as a whole or in other areas that exert pressure on the group

3. The next stage will depend on the type of group involved. If the group in question is one that is taking part in a team building or team development event, the division (if any) will be according to the nature of the group. Some groups that are involved in teamwork consist of several integral teams within the larger groups; others with this team requirement consist of one group that has common needs and that can consequently develop into a single team. Similar considerations can be taken into account when the group is a training course group that might require division into smaller, multiple groups or be retained as a single group.

   Let us take the more complex case of a large group that contains a number of integral "teams."

   a) Identify the smaller groupings within the major group and allocate rooms to each group.

   b) Advise the groups to consider the SWOT as far as their particular team is concerned and record the findings on newsprint or flipchart paper. When this has been completed, the team should then consider this identified role within the larger concept of the family group and identify special needs resulting from this membership.

   c) Bring the groups back together again to present to one another their findings as they relate to their own teams and to their place within the parent group.

4. After the discussions and analyses, followed by the presentations, the groups should be returned to their "family" teams to reconsider their roles, having heard the comments of the other teams and identified any additional factors that result. The teams should then be asked to consider, discuss, and agree on at least the initial action stages to rectify any problems identified and also suggest any activities necessary to resolve these. Again, they should record these decisions on newsprint.

5. The final stage is again plenary when the final recorded agreements of the teams are presented to the other teams for acceptance, revision, and agreement where necessary. The stage following this "final stage" extends beyond the activity itself and involves putting into practice all the agreements reached, or taking part in training activities that will help resolve the barriers identified.

TIMING

As can be seen, it is impossible to allocate specific time to this activity. The time necessary will depend on the size of the main group, the number of family teams, the extent of barriers to development, and the consequent consideration of how to remove these. If the event takes place in, for example, a team building workshop that is obviously a very "real" event, it is likely that much more time will be necessary than if the group is part of a training course and needs to develop for the course purposes only. In the former case, a realistic time base from which to work is to allow at least half a day for the discussion, identifications, and agreements. Additional time will then be necessary for practical approaches to doing something from that stage. It is not unusual for this activity, used to its full extent, to have a duration of at least a day.

MATERIALS REQUIRED

1. A number of small-group breakout rooms, depending on the number of teams involved
2. Newsprint/flipchart sheets and markers in each room
3. A prepared mini-session on "Force Field Analysis" for introduction as necessary

17 Hotel Negotiation

DESCRIPTION The activity is a case study to be used in a negotiation or influencing skills training event or a negotiation activity to be used in a human relations training course where one-to-one behaviors are to be practiced. It involved the negotiation between an employment agency manager and the manager of a local hotel for a two-day seminar provision.

SITUATIONS Because it is a negotiation activity, the obvious place for its use is on a negotiation training course, or one concerned with influencing skills. However, during such training courses as those concerned with behavior or interpersonal skills, it is often necessary to provide a case study for practice in one-to-one team interactions; this case study can be used for these purposes.

OBJECTIVES

- To offer the occasion for the practice of newly learned skills in negotiating
- To assist the awareness of financial constraints and demands in commerce and industry
- To provide a vehicle for the practice of interpersonal and interactive skills in one-to-one or group negotiations

TRAINER GUIDANCE There are no particular problems of which the trainer should be aware in the practice of this activity.

METHOD The normal practice of this negotiation is in a one-to-one negotiation, but if necessary it can be modified for team negotiation with the agency manager being accompanied by assistant(s) and the hotel manager being supported by his assistant manager and/or the restaurant manager.

1. The first stage is when the trainer ensures that there are sufficient small rooms available for the requisite number of negotiating pairs. It is also preferable that closed-circuit television recording equipment is installed so that each negotiation can be recorded or at the least observed from a remote observation point, not interfering with the process. At least two chairs and a table should be provided in each negotiation room.

2. Select from the group the pairs who will be involved in the negotiations. It is not necessary that all the members should take part in the actual negotiations, but at least one observer should be allocated to each negotiation. The observation is preferably conducted via closed-circuit television links, but if this is not available, the observer should be seated as unobtrusively as possible in the negotiation rooms.

3. The observers should be briefed separately on the types of observations to be made, if necessary with an observational guideline sheet or by allowing them to meet as a group to decide on the method, extent, and type of observations to be made. This will depend to a major extent on the amount of training that has preceded the negotiation.

4. While the observers are preparing for their observational tasks, the two negotiators should be provided with the relevant fact sheets—Handouts 17.2 and 17.3—and given time to study them and plan their roles in the negotiation. The hotel manager will need to determine his lowest charge figure, taking a range of services into account, and the agency manager will need to take the same approach, but determine his maximum payment figure for as many services as possible.

5. While the negotiations are taking place, the trainer should ensure that he or she and any co-trainers observe parts of each negotiation, particularly taking note of any significant events in order to supplement and complement the observers. This may involve spending time in the negotiation rooms, making these visits as unobtrusive as possible.

6. When the negotiations have been completed, all course participants should reassemble in the main meeting room and the processes be reviewed. A recommended approach would be:

   a) Obtain the factual results of the negotiations and post these for discussion in terms of the task achievement. It is always necessary to do this because the participants will almost certainly still be in an atmosphere of task negotiation, and they have to get these thoughts cleared first.

   b) Put the negotiating pairs back together again with their observers to discuss the negotiation process and task, as necessary, depending on the nature of the training. The trainer and co-trainers can visit these discussions to assist and supplement the external observations.

      A useful discussion format is to have the two negotiators present their views first, followed by the observer, and then, if possible, the trainer.

   c) Bring the negotiators and their observers back to the main room where the trainer will lead a general discussion, inviting negotiators and observers to comment on general learning points that might have emerged from the small "buzz group" discussion. It may be necessary for the trainer to take a positive lead in this discussion from a previously prepared set of relevant questions.

TIMING

1. Stage one, the introductory stage with the allocation of rooms and observers, will probably take 5 minutes.

2. Stage two, in which the observers prepare for their duties and the negotiators study their briefs, will take up to 15 minutes.

3. Stage three, when the negotiations take place, should be about 30 minutes' duration.

4. Stage four, the stage during which the negotiators and their observers appraise the negotiation performance, should be allocated at least 30 minutes.

5. Stage five, the final stage, will depend on the amount of discussion generated, but normally at least an additional 30 minutes will be required.

MATERIALS REQUIRED

1. Observer fact sheets as necessary

2. Copies of Handouts 17.2 and 17.3 for both negotiators and the observers—Handout 17.2 for the hotel manager role player, and Handout 17.3 for the agency manager role player

3. Copies of Handout 17.1 for the trainer and any co-trainers

Handout 17.1

Hotel Negotiation: Trainer's Fact Sheet

1. **Purpose of the Negotiation.** To mount a two-day seminar in February for staff employed in an employment agency to become familiar with the hotel industry and the occupations to be found in that industry. With this enhanced knowledge, the agency staff will be better able to advise hoteliers and work applicants from a specific rather than a generalized knowledge.

2. **Size of Seminar.** Twenty-five staff members from a number of agencies in the area, specializing in hotel and catering employment and also those with more general interests.

3. **General Requirements.** No overnight accommodation is required because all the people involved live within easy traveling distance and a number of them have expressed a specific requirement not to stay overnight. During the day, the training accommodation required will be one main room large enough to hold up to 25 people comfortably in an informal seating arrangement, two smaller rooms for subgroup work, morning coffee, and afternoon tea and lunch on each of the two days.

4. **Tutorial Requirements.** Arrangements have been with the head of the catering department at the local college to provide tutors who will cover the knowledge areas required. However, to make the exercise more realistic in terms of the speakers/facilitators, it is also necessary to negotiate the services of the hotel manager, chef de cuisine, restaurant manager, head of room service, and head receptionist to give talks to the participants. It would also be desirable for the seminar to end with a forum made up of as many of the above staff as possible, plus a waiter, an assistant chef, and someone from room service or housekeeping, reception, and bar.

5. **Benefits to the Agency Staff.** Agency staff will become fully familiar with hotel and catering occupations, and this will help in improved relations between employers and the agencies. The increased knowledge will improve communications between the employers and the agencies, avoid costly misunderstandings, and produce a better understanding of the needs and problems on both sides. There will also be industrial kudos for the agency negotiator if a good deal is negotiated.

6. **Benefits to the Hotel.** The hotel will be used at a time when there are few guests, but staff and other overheads still have to be paid. The agency staff will understand the needs and problems of the industry to a greater extent than before. The individual hotel may receive preferential treatment because of the use of that hotel by the agency staff for the seminar. The hotel manager has recently received a warning letter from the owners that he has to do something to improve the out-of-season hirings and specific mention has been made of liaison with employment agencies.

7. **Cost.** A three-course lunch costs $5.50 inclusive of taxes and service per person. Morning coffee or afternoon tea is $0.50 per person. Use of conference room is $10.00 per day. Some payment to staff who speak at seminar will be necessary for their additional services.

The general cost is in the area of $275.00 total for 25 non-residents. The organizing manager has $250.00 available. The hotel's normal cost with full lunch, etc., is $325.00.

Hotel Negotiation: Hotel Manager's Fact Sheet

You are the manager of a three-star hotel in the Lake District with 80 bedrooms and a running staff consisting of:

- Restaurant manager, head waiter, 6 line cooks, 12 assistant waiters, chef de cuisine, sous chef, 3 second chefs, 4 assistant chefs, and 6 other kitchen workers
- Housekeeper, 8 room service operatives, 6 cleaners
- Head receptionist, 3 receptionists
- Head barperson, 2 bar staff, 1 night porter

The hotel has just reopened in advance of the start of the season (the time is early February and the season starts toward the end of March). This is your first year as manager of this hotel, but you have been employed in other hotels belonging to the owners in other parts of the country. The hotel, because of a disastrous series of managers, has developed a bad name with hotel workers and guests. You know that you have been sent to the hotel to bring it back to its former reputation and the owners are also demanding an increase in bookings at this time of year.

You are badly understaffed, although you have been given the authority to engage a reasonable cadre of running staff. You have managed to secure the heads of departments and some other key workers, but with the poor existing reputation, you anticipate problems in staffing. In addition, bookings that should normally be flooding in at this time are trickling in, and you have very few bookings for February and March.

You have been contacted by the manager of one of the nearby large employment agencies who, acting for a group of agencies, has expressed an interest in mounting a two-day seminar for agency staff who are concerned with placing hotel and catering staff. You welcome this approach: it is a booking; it may help you in your relations with the agencies and therefore help in obtaining suitable staff; it could enhance the reputation of the hotel; and you could possibly use it in publicity material for the hotel. It will certainly enhance your reputation in the eyes of the owners because you know that the chairman has interests in a large employment agency.

Early comments have indicated that the seminar will be held in the daytime (that's a great pity!) for about 25 people, although some of the senior staff may be staying for three nights over the period of the seminar.

You have been told that the local hotel and catering college will be tutoring the seminar, but the availability of some of your staff, particularly the senior staff, will be required for short talks about their jobs and also some of the more junior staff have been asked to take part in a forum.

Handout 17.2 (concluded)

Your normal charges for a three-course lunch are $5.50 per person including tax and service charge, and for morning coffee and afternoon tea $0.50 per person for each service. The normal charge for the conference facilities is $10.00 per day. The normal charge for such an event with 25 people over two days would be $325.00. However, you know that the usual charge in the area would be about $275.00. You could produce, but you would not be happy about it, a businessman’s lunch for $4.00 per head or a snack lunch at $2.50 per head.

The conference will require some speakers from the hotel industry and you would like some of your department heads to be involved. They may ask, “What’s in it for me?”

Handout 17.3

Hotel Negotiation: Agency Manager's Fact Sheet

You are the manager of a large employment agency dealing particularly with the Lake District and all vacancies for skilled and semi-skilled hotel and catering staff throughout the district are usually processed through the group of agencies in your area.

You have suggested that a seminar be held in February (just prior to the start of the season) for representative staff from all agencies in the area that do business with the hotel and catering industry. The purpose is to give these staff a greater familiarization with hotel and catering industry trades and thus improve the liaison with the agencies. The owners of your agency and the management committee of the Agencies Combine have agreed to this and are looking very kindly on your initiative which, if successful, will give you a lot of personal credit, particularly if you keep costs low.

The final details of the seminar have not yet been worked out, but would include the following:

- A two-day seminar
- Attendance by 25 staff members from the local agency offices
- Day travel (although three seniors of the agencies might stay in the hotel over three nights)

Basic requirements would be morning coffee, lunch, and afternoon tea. You would require talks to be given by you, the head of the catering department at the local college and some of his tutorial staff, the hotel manager, a chef de cuisine, a restaurant manager, a head of room service, and a head receptionist. You would also like a forum consisting of a waiter, assistant chef, room service worker, receptionist, and bar staff—these individuals could also help with the group surveys. The college would provide the tutorial/facilitation services of four tutors free of charge.

The money you have available is $250.00 for the non-resident participants. You have discussed the proposition briefly by telephone with the manager of a three-star hotel and have arranged to visit him to negotiate the detailed arrangements and costs. He has expressed interest in the project. He is a new manager and under the previous manager it was difficult to obtain staff, as the hotel manager and consequently the hotel had a bad name. If things have changed, and recent indications are that they have, you will be willing to offer a supportive service. Other indications suggest that the hotel is going through a difficult period financially and the manager has probably been told to bring in business.

You have made some general inquiries around the area and it appears that facilities of the type you envision would cost approximately $275.00 in total. You might be interested in less than a full lunch, but more than a snack.

18 How Do We Tell the Trainers?

DESCRIPTION

This activity involves the group of participants initially as individuals making individual decisions. The entire group then makes a consensus decision about what action should be taken in a simulated situation.

SITUATIONS

The activity can be used for a variety of courses, at different times during an event, whether the group is new, developing, or considers itself a mature group, but particularly when it is necessary to demonstrate to the participants the difficulties they will encounter in groups at whatever stage.

OBJECTIVES

- To demonstrate the influence of individual pre-considered views on subsequent group activity
- To enable the participants to practice skills of behavior relevant to decision-making meetings
- To consider the value of leader controlled or leaderless groups for reaching decisions
- To enable the participants to practice presentation of personal views and the resolution of conflict that might arise because of individually held views
- To consider the need to resolve the problems of decision-making about which entry level to achieve or aim for

TRAINER GUIDANCE

The activity is relatively straightforward in its mechanics and its process. Under normal conditions of a heterogeneous group, there are few risks that there will not be disagreement between some of the members—this is why individual consideration of the case is included so that at least some entrenchment of attitudes will occur. In many cases, there is at least one individual participant who feels very strongly about the views he or she has reached and will try to influence the group meeting. The trainer will be aware beforehand about the extent of disagreement or even conflict that is likely to arise with participants whose attitudes and behaviors have been assessed up to that stage. If the group is assessed as a quiet one that is likely to be inactive even in this simulation, a decision will have to be made whether or not to introduce an element of conflict. I have done this successfully on occasions by quietly requesting beforehand that one of the supportive participants take a rather unhelpful attitude. This behavior should not be blatantly out of character and should not be obnoxious or over-obstructive, but elements of disagreement should be introduced if this does not seem to be occurring naturally.

The danger of introducing a “disruptive” element is, of course, that the group might either realize that a role player has been introduced or this may emerge during the post-activity feedback session. In either case, the group might react against this trainer intrusion, although it would then have to be explained why the action was taken. However, if the trainer is not sufficiently skilled or experienced to cope with situations of this nature, leave well enough alone!

The advantage of introducing a role player in the appropriate situations is that more realistic meetings can be developed; more realistic because in the real world of work as opposed to the more artificial environment of the training course, some degree of conflict or aggressive disagreement is likely to exist.

METHOD

1. If the trainer decides that a role player should be introduced into the activity, this should be arranged before the event is introduced (see notes above).

2. If the trainer decides to have observers rather than have the whole group participate in the activity, these observers should be selected at this stage and given their observation notes, either orally or as a written guide.

3. Handout 18.1 should be given to each participant with the request that the fact sheet be read thoroughly and that participants should imagine themselves in the role of the trainee managers described in the case. The comment might be made that more value will be extracted from the activity if they try to make it as real for themselves as possible, stating that in fact the case has been taken from an actual situation (which it has).

4. Handout 18.2 should be distributed at the same time as Handout 18.1 so that when the case has been read and considered, notes can be made about the problems as each individual sees them.

5. The group is allowed up to 20 minutes for this part of the activity. The trainer should ensure that the consideration is done on an individual basis without interaction. The group is informed that, as stated at the beginning of Handout 18.2, the subsequent action will be a meeting of the group as a full group.

6. At the end of the 20-minute stage 1 period, the group is requested to come together as a full group to decide on what actions need to be taken.

7. During the meeting stage, the trainer should take no active part and certainly should resist any attempt by the group to involve him or her. Instead, the opportunity can be taken to observe from a neutral viewpoint and complete an interaction analysis, if this is part of the training

course process. Any other observers should be doing the same thing, following the observation brief given to them earlier.

8. The trainer should maintain a strict control of the time, allowing the stated maximum of one hour. One way of bringing the meeting to a close is to state that the next session of the hypothetical training course is now due and as the speaker is the managing director, they would be advised not to be late!

9. Following the close of the meeting, the trainer should distribute Handout 18.3 and give the participants time to make notes about their views as questioned in the handout. If there are observers, they should be asked to perform the same action in addition to any other observation notes they might have made. The reason for this latter action is so that at least the major part of the feedback session is based on compatible questions. Alternatively, Handout 18.3 can be used as the observers' guide, which is given to them at the start of the activity.

10. The final stage of the activity is the discussion about the activity with the emphasis, as suggested in Handout 18.3, being on the process rather than on the task itself. It will be found that if the meeting has been a particularly active one, there will be considerable attempts to concentrate on the task and, therefore, to start the meeting again. The trainer should carefully but firmly steer the discussion back to the process, although of course the task should not be ignored.

    As always, the two main options during this stage are for the discussion to be trainer-led or participant-led. The advantages and disadvantages and dangers of both approaches have been discussed in connection with previous activities. But the process must be the result of a trainer decision and not arbitrary.

Timing

1. Stage one, consideration of the case study and identification of the problems, will take up to 20 minutes.

2. Stage two, the meeting of the full group of participants to make the necessary decisions, requires up to 1 hour.

3. Stage three involves appraisal, discussion, and feedback relating to the activity by the participants themselves, the observers (if any), and the trainer-observer. Allow at least 30 minutes for this stage, depending on the time allowed in the training event.

MATERIALS REQUIRED

1. Newsprint/flipchart paper and markers for use as required
2. Observer fact sheets if observers are to be used, and they are to have observation guidelines in addition to Handout 18.3
3. Sufficient copies of Handouts 18.1, 18.2, and 18.3 for each group member, whether participant or observer
4. A copy of Handout 18.4 for the trainer only

Handout 18.1

How Do We Tell the Trainers?

Three months ago, you became a manager in a large firm making training aids. This is your first managerial position and, like all other newly appointed managers, you are required to attend a management development program conducted internally by the training department. You started the program two months ago, just after you were promoted. At first you were looking forward to the training so that you might become an effective manager, but as the training has progressed, your enthusiasm has waned. You and the other managers are very concerned about the program, which seems to have been poorly planned and prepared and is being badly executed.

The trainers are not respected by the group; they know the program content, but cannot relate to the experience of the field manager. You have discovered that they have been in the training department for a long time and have either never worked in the field, or did so a long time ago. In addition, the trainers lecture too much, apparently because they have to cover a lot of material in little time. Consequently, you, the trainees, do not have the chance to voice your opinions and share the experiences that are extensive within the group. You feel that the event is too passive, certainly as far as you personally are concerned. You are an activist and want to be much more involved in doing things.

You also disagree with the content of the program. The trainers deal in generalities and use examples that seem irrelevant and outdated, probably as a result of their lack of recent field experience. What you and the other trainees want and need is training in specific skills that you can put into immediate practice. Often you cannot see the relationship between the training you receive and your work, and consequently you disregard those aspects of the training.

Because of the jealousies and other attitudes within many parts of the organization, you and some of the other trainees are not encouraged or even allowed to try to apply what has been learned. Even when on-the-job application is possible, the line managers do not actively support the transfer of learning. The comment, “Forget that training garbage,” is too common. The trainers wish they could help, but they have no authority or accountability in the trainees’ individual departments. The training seems to be consequently an isolated program and no attempts are made to integrate the program into the career planning and progression program.

Not all the problems lie with the trainers and the program content. Senior managers do not support the training program. They are uninformed about the program content; they often require the trainee managers to leave the training to take care of minor problems at work and do not arrange for cover for you during your absences at the training event.

The trainees seem to be the only ones who are seriously concerned about these problems and you have had enough of being left on this training limb. Evaluation of the program is the issue of an end-of-course assessment form that concentrates mainly on the training accommodation and other administrative matters and that you are requested to return some time after your return to work from the course. You do not know who receives the data from these forms and what, if anything, is done with the information, and if you do not provide it, there is no follow-up. The senior managers never seem to know whether the benefits from training are worth the investment in trainer and trainee salaries, time, materials, and so forth.

Handout 18.1 (concluded)

The training is intended to continue for another two months and although you have reached the end of your patience, you do not want the experience to be a total waste. You have an hour before the next session begins, so you and your fellow trainees have decided to hold a meeting now to discuss the problems involved and to determine what action can be taken to improve the present situation.

Handout 18.2

How Do We Tell the Trainers?

To concentrate your views before the meeting, make notes below about ways to solve the problems you have identified. When you meet with your group, you will be sharing these suggestions and helping to produce a plan for salvaging the training program.

PROBLEM	SUGGESTIONS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Additional problems and suggestions can be entered on the back of this page.

How Do We Tell the Trainers?

1. How satisfied were you with the agreement?

2. Does the agreement reflect the ideas and viewpoints of all members?

3. What process did you use to arrive at an agreement and determine which ideas to incorporate?

4. How satisfied are you with this process? Which elements of the process pleased you? Which displeased you?

5. Did everyone participate in the discussions? If so, how was this achieved? If not, what inhibited the participation of some members?

6. Which members helped the group process the most? How?

7. Which members hindered the group process the most? How?

8. Were there conflicts during the activity? If so, how were they resolved?

9. What benefits of working as a team emerged?

10. What problems of working as a team emerged? How can you overcome these?

11. To what extent did your individual planning affect your performance or attitude?

12. If the group had to perform this activity again, what changes would you want to make in the process?

How Do We Tell the Trainers?

To focus your views before the meeting, make notes below about ways to solve the various problems involved. When you meet with your group you will be sharing these suggestions and helping to produce a plan for salvaging the training program.

PROBLEM	SUGGESTIONS
1. Trainers not respected or credible	
2. Too much lecturing, and too passive an event for real learning	
3. Too much theory, not enough application to work situations	
4. Material irrelevant to current practice	
5. No line management support	
6. Transfer of learning not encouraged or assisted back at work	
7. Training isolated from career development	
8. Lack of interest by trainers when training completed	
9. Trainees not informed about the assessments they produce	
10. Senior management not informed and not interested in the training	
11. The training regarded as low priority	

19 How Do You Feel About People?

DESCRIPTION

In this activity, a self-analysis instrument is used as the basis for initiating a discussion among the participants of their attitudes to people and behavior skills and to interactions with others.

SITUATIONS

This activity is particularly useful for training events in which interpersonal or social interactions are involved (e.g., interpersonal skills, negotiating, interviewing, influencing, etc.).

OBJECTIVES

- To encourage discussion and openness about the participants' attitudes about behavior among people, and particularly to expose their own attitudes
- To enable a sharing between participants of this information on attitudes with a view to differing or even conflicting attitudes that might emerge
- To demonstrate the differences that exist between various people in their attitudes to others

TRAINER GUIDANCE

None

METHOD

1. Distribute the questionnaire, Handout 19.1, with the advice that it should be completed in terms of how the participants really feel, rather than how they would like to feel or think they should feel.

2. The scoring, to avoid enforced settling for extremes to which many people object, should be an allocation of a score out of 5 points between the paired questions, ranging from 5–0, 4–1, 3–2, 2–3, 1–4, to 0–5. The questions are paired in sequence—1 and 2, 3 and 4, 5 and 6, etc.

3. Scoring of the completed instrument should be transferred to Handout 19.2 with the scores being related to the numbers of the questions on the questionnaire.

4. The trainer should record from the information given by the participants, the number of people who had scored 3 or more for each paired question. For example, if from a group of 12 participants, 8 had given scores of 3 or more (i.e., 4 or 5 for question 1), note 8 against the chart entry "1." A cross-check can be made that four had in fact given 3 or more for question 2 rather than for question 1, and the entry will be "4" against the chart entry "2."

5. The completed chart will demonstrate the differences of value judgments and attitudes within the group (very rarely will there be no differences), and these differences can be used to expose the reasoning behind them from the participants who gave either the majority score or the minority score, or both. This will help produce greater mutual understanding.

6. The order of discussion should be varied as much as possible so that no section of the group feels that it is being attacked. For one question, the majority might be asked first to state why people responded in this way, with the minority representatives then giving their views. For another question, the order might usefully be reversed with the minority views being sought first. There can be concentration on questions where there is a clear majority and minority share of opinion, or the concentration might be on those questions in which there are one or two participants only who show a different attitude from the rest. All these differences are important, but there is often insufficient time to explore them all. However, if the time is available, it will be found very valuable to probe deeply.

7. An alternative approach to discussion is to divide the group into smaller study groups, division being random or dependent upon an analysis of the different markings. The trainer can be deciding on this division after asking the group the general question, "Are there any comments anyone would like to make?" This gives the trainer a breathing space in which to make decisions, but care must be taken not to give the impression of stopping a general discussion that might arise as a result of this initial question. In fact, the response to this question might give a lead as to whether or not to divide into small study groups. If the division into study groups does occur, it is always useful to finish the activity with a short plenary discussion to determine whether any common or global views have emerged. Usually, this gives the delegates the opportunity to continue discussion in this new, larger forum, so the trainer must be prepared for this eventuality.

TIMING

Whichever approach, full plenary discussion, or small group discussion possibly followed by plenary discussion, the minimum amount of time allowed for this activity is normally about one hour. Anything more than this depends on to what extent the trainer is prepared to permit this extension and the openness of discussion among the delegates.

MATERIALS REQUIRED

1. Sufficient study rooms for the groups if this approach is used, with newsprint or flipchart paper and marker pens, as required

2. Sufficient copies of Handouts 19.1 and 19.2 for each participant

3. A previously prepared chart on which to record the allocation of scores

How Do You Feel About People?

Rate each pair of statements on a scale of 0 to 5, with 0 being **strongly disagree** and 5 being **strongly agree.** The total score for each pair should be “5.” For example, you might rate #1 a “5” and #2 a “0” for a total of “5.”

	DESCRIPTION	SCORE
1.	Different situations call for different approaches.	________
2.	There is one effective approach that is appropriate in all situations.	________
3.	I prefer my normal way of doing things.	________
4.	I like to experiment with new or different ways of doing things.	________
5.	I encourage people to appraise how well or badly I do things.	________
6.	I never ask people for their comments on my performance.	________
7.	People have to take me as they find me.	________
8.	I constantly/often/frequently monitor the affect my behavior is having on other people.	________
9.	You aren’t in a position to decide on the most effective approach until you are clear about your objectives.	________
10.	The most effective approach is the one you are capable of carrying off regardless of objectives.	________
11.	When people criticize me, I defend myself or hit back by criticizing them.	________
12.	When people criticize me, I accept it as useful feedback from which I stand to learn.	________
13.	I am sure there are ready-made answers to the best way to behave.	________
14.	I am sure each situation needs its own special approach.	________

Handout 19.1 (continued)

	DESCRIPTION	SCORE
15.	I feel that the best way to change people's behavior is to get them to change their judgments, attitudes, and beliefs.	__________
16.	I feel that the best way to change people's behavior is to change the events about it.	__________
17.	People prefer a minimum amount of humorous remarks during a meeting.	__________
18.	People prefer to have a lot of humorous remarks made in a meeting.	__________
19.	I believe that I need to change my behavior in order to bring about changes in other people.	__________
20.	I believe that other people need to change to fall in line with me.	__________
21.	I believe that my head should rule my heart.	__________
22.	I believe that my heart should rule my head.	__________
23.	I believe that my feelings and behavior just happen.	__________
24.	I believe it is possible to control my feelings and behavior.	__________
25.	It is best to give conscious consideration to behavior.	__________
26.	It is best to concentrate on the subject under discussion and let behavior just happen as it will.	__________
27.	I believe my behavior is a minor factor in determining my effectiveness with people.	__________
28.	I believe that my behavior is a major factor in determining my effectiveness with people.	__________
29.	I'm always interested in knowing my own shortcomings.	__________
30.	I think that it's rather unhealthy to want to know your own shortcomings.	__________
31.	I believe that generally other people cause my problems.	__________
32.	I believe that generally I cause my own problems.	__________

	DESCRIPTION	SCORE
33.	It is better to tell someone immediately how your behavior and feelings are being affected by their behavior.	______
34.	It is better to say it straight out if you disagree with someone's behavior.	______
35.	When people behave in ways that disappoint me, I try to determine their initial motives, attitudes, and feelings.	______
36.	When people behave in ways that disappoint me, I try to identify the circumstances that brought about this behavior.	______
37.	I believe that people tend to adopt behavior patterns that get them what they want.	______
38.	I believe that people are unpredictable and react as the mood takes them.	______
39.	Behavior is another way of saying "do what you want to do."	______
40.	Behavior means applying thought to a situation and then doing what is best, not necessarily what you want to do.	______
41.	It is best to go into a discussion or meetings with an open mind.	______
42.	It is best to go into a discussion or meeting with a specific objective in mind.	______
43.	People generally learn more by contributing/participating fully.	______
44.	People generally learn more by sitting and listening quietly.	______
45.	People should adjust their style to different circumstances.	______
46.	People should stick to their normal style.	______
47.	When I've worked out what I am going to do, I keep this to myself.	______
48.	When I've worked out what I am going to do, I like to share it with all involved.	______
49.	I believe that groups can be more effective than any one individual working alone.	______
50.	I believe that groups are inherently inefficient.	______

DESCRIPTION	SCORE
51. I believe that it is best to say what you think even if people might get upset.	______
52. I believe it is best to keep relationships harmonious and unruffled.	______
53. Your behavior style has a strong impact on the way other people react.	______
54. People react to you because of their own internal attitudes.	______
55. It is not what you say, but the way that you say it.	______
56. It is what you say that counts: the way you say it is of less consequence.	______
57. There is no point in planning because I change my behavior as the mood takes me.	______
58. I find that a carefully considered plan helps me to be consistent regardless of my mood.	______
59. Once people are set in their ways, they can't change their behavior.	______
60. People can modify their behavior and acquire new styles at any time in their lives.	______

How Do You Feel About People?

Assumptions About People

	Score		**Score**
1		2	
4		3	
5		6	
7		8	
9		10	
12		11	
14		13	
16		15	
17		18	
19		20	
21		22	
24		23	
25		26	
28		27	
29		30	
32		31	
33		34	
36		35	
37		38	
40		39	
42		41	
43		44	
46		45	
48		47	
49		50	
51		52	
53		54	
55		56	
58		57	
60		59	
Total		**Total**	

20 How I See You

DESCRIPTION

This activity includes an instrument that analyzes an individual's awareness of the behavior of others in the group and sets the scene for an open exchange of views between participants, first in a written form, then on a more personal one-to-one basis.

SITUATIONS

The activity is particularly useful in training courses that require feedback between participants on how they see each other in terms of the behavior exhibited. It is obviously an invaluable tool for interpersonal skills training events.

OBJECTIVES

- To provide the opportunity for participants to give each other behavior awareness feedback in an open and realistic, but minimally threatening way
- To provide a vehicle to open up discussion between participants in terms of how they perceive each other in a known situation

TRAINER GUIDANCE

There can be a considerable degree of risk in this activity, particularly if one or more of the participants have not been accepted by or made themselves acceptable to the remainder of the participants, although it is unlikely in such a circumstance, particularly if only one individual is involved, that the other participants will make comments that could hurt the individual. Since the purpose of the activity is to allow real feedback to emerge, unless there is no need for feedback of this nature, performance of the activity is justified. However, the trainer must be aware of the risks and have a good degree of awareness to observe any signals that suggest emotional danger. Some practical comments are included in the "Method" section as to how to avoid extreme problems.

METHOD

1. Distribute Handout 20.1 and ask the participants to place at the head of the vertical columns the names of all the other participants in the group (12 is usually considered to be the maximum for this activity and 6 realistic, but the absolute minimum). The name of the participant completing the sheet is not entered at this stage, so in a group of 12 participants, there will be initially 11 names only.

2. Describe the scoring for Handout 20.1. Along each horizontal row, and under each participant's name, a score of 1 to 6 will be entered, scores of 1, 2, and 3 will relate to the greater or lesser extent to the description in the first column, and 4, 5, and 6 to the description in the final column. Scores will be entered on each horizontal row for each delegate, so for a course of 8 participants, the first few rows could look like:

Scoring Column A 1 - 3	Blake 1	Josie 2	Trevor 3	Jessica 4	Tom 5	Lily 6	John 7	Steve 8	Krista 9	Dylan 10	Sue 11	Loren 12	Scoring Column B 4 - 6
Highly sociable	5	3	4	1	2	4	6	2	3	4	6	5	More of a loner
Has a lot to say	4	4	1	6	3	4	5	6	3	5	5	5	Has little to say
Changes own views in light of others' opinions	3	2	1	1	6	3	2	4	3	1	2	1	Sticks rigidly to own point of view regardless

3. As participants complete each row and column, ask them to put their own names in the 12th column and score themselves 1 to 6 for each of the horizontal row descriptions, “as they think others see them.”

4. When all participants have completed the sheet, and it is necessary for control purposes to delay the next stage until all have completed the first stage, distribute Handout 20.2. On this sheet, the scores for an individual given by all the other participants will be entered by that individual as a summary of the views of the rest of the group as to how that individual is seen. The information will be entered on the summary sheet by the individual participants from Handout 20.1 sheets that will be circulated around the group.

5. Each participant will receive in turn a Handout 20.1 sheet from every other participant, and from these sheets the scores relating to him or her alone should be transferred to that individual’s summary sheet. This transfer is made by putting a mark in column 1, 2, 3, 4, 5, or 6 depending on the score 1, 2, 3, 4, 5, or 6 given for each row. The end result will be 11 scores for each horizontal row description.

6. Participants should also enter on the summary sheets a mark for self-scoring; this will help compare self-image with how others see them.

7. The marking of the scores can take a number of forms, the two most popular being the five-barred gate stroke method (hash marks)— = 5 marks—or the initials of the person giving the score. In the latter case, instead of making a simple mark that would not identify the donor of that score, a simple initial such as J = John, M = Mary, F = Fred, etc., is used as the mark in the relevant score box. The person scoring is identified from the circulating sheets, the name in the final column (or by a simple process of deduction), and this identification can be useful in the subsequent discussions about the reasons for marking in a particular way.

8. The trainer should have available some interpretation notes, and it has been found useful to display these in the later stages of the summary scoring period. These notes can also be referred to when all the summary scoring has been completed. See Handout 20.3 for an example of these interpretive notes.

9. It has been found that it is most effective if the circulation of Handout 20.1 for summarizing is a one-way process and there is no bypassing of anyone, even if one or more participants who are slower at entering the scores produce bottlenecks.

10. A period of time should then be allowed for the participants to have a chance to absorb and analyze the completed summaries. The trainer should be particularly alert during this stage to signals that some participants may not be happy as a result of the feedback. These feelings might be open to some modification by immediate counseling. It is also often necessary to point out at this stage that the comments made by the summary refer not to the person, but to the behavior, which has been observed only during the period that the group has been together and which has been modified. It may, however, put up warning signals for the individuals to ask themselves whether the image seen during this period might also be the image perceived in other situations, and if the individual needs/ wants to do anything about the image. Participants may also use this period to comment or to question other participants in a public or private way about the reasons for or basis of their marking.

11. A mini-session on the subject of perception and behavior movement based on the “Johari Window” can be usefully linked with this activity. I have found it useful to do this either before the start of the activity, or in between the two major stages.

12. The principal discussion following the activity has been found to be most effective if it is performed in a co-counseling environment. The participants are paired according to various criteria or invited to pair themselves. An extensive period is then offered for the pairs to co-counsel each other through the results of the activity, why the images presented should be so, any differences in scoring that appear to be significant, etc., and perhaps what might be done to modify the image as necessary.

Timing

There can be no definitive timing given since this will depend on the number of participants, the depth to which they consider their scorings, how fast at completing the sheets the slowest participant might be, to what extent they wish to discuss the results, etc.

A period of at least 2 hours will be necessary.

At least 1½ hours should be allocated to the co-counseling session; quite often the participants request an extension. It is useful to have the main part of the activity with any counseling necessary in the latter part of the day and

the co-counseling the first activity the following morning. But as mentioned earlier, the trainer must be very aware of any emotions prevailing to avoid any participants leaving in a state of depression.

MATERIALS REQUIRED

Sufficient copies of Handouts 20.1 and 20.2 should be available for each participant, and ample study rooms for the co-counseling pairs.

Handout 20.1

How I See You:
Behavior Feedback—Scoring Sheet

Names

Scoring Column A 1–3	1	2	3	4	5	6	7	8	9	10	11	12	Scoring Column B 4–6
Highly sociable													More of a loner
Has a lot to say													Has little to say
Changes own views in light of others' opinions													Sticks rigidly to own point of view regardless
Comes out with lots of ideas													Allows others to produce ideas
Is enthusiastic in manner													Appears not interested
Appears to listen to others													Doesn't appear to listen
Asks questions about views of others													Gives own views only
Crisp and precise in contributions													Long-winded and repetitive
Keeps to the point													Strays off-topic
Assertive to the point of being aggressive													Non-assertive
Shows feelings													Not very demonstrative
Friendly and warm													Distant and cool
Many nonverbal signals													Few nonverbal behaviors
Brings people into discussion													Doesn't invite contributions from others
Talks quietly													Talks loudly
Flexible approach													Rigid approach
Ideas are well thought out													Ideas seem to come off top of head

Handout 20.1 (concluded)

Names

Scoring Column A 1–3	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Scoring Column B 4–6**
Laughs a lot													A serious person
Overtly supportive of people's behavior													More likely to point out snags and difficulties
Allows people to have their say													Interrupts often
Always has something to say													Talks hesitantly
Looks relaxed													Looks uptight
Determined to produce objectives and plan any activity													Wants to go ahead right away
Prefers to be one of the followers													Tends to dominate
Appears self-confident													Lacks confidence
Helps the group													Hinders the group
Comments are always to the point													Flippant
Self-critical													Ignores own behavior
Stays switched on													Switches on and off
Often seeks compromise													Rarely seeks compromise
Forthright													Devious
Defensive of own views to point of rationalization													Fully open in admitting faults
Lot of positive additions to views of others													Tends to disagree with ideas proposed by others
Keen to check out understanding of what others say													Does not react to what others say
Highly sociable													More of a loner

How I See You:
Behavior Feedback—Scoring Sheet

Names

Scoring Column A 1–3	1	2	3	4	5	6	7	8	9	10	11	12	Scoring Column B 4–6
Has a lot to say													Has little to say
Changes own views in light of others' opinions													Sticks rigidly to own point of view regardless
Comes out with lots of ideas													Allows others to produce ideas
Is enthusiastic in manner													Appears not interested
Appears to listen to others													Doesn't appear to listen
Asks questions about views of others													Gives own views only
Crisp and precise in contributions													Long-winded and repetitive
Keeps to the point													Strays of- topic
Assertive to the point of being aggressive													Non-assertive
Shows feelings													Not very demonstrative
Friendly and warm													Distant and cool
Many nonverbal signals													Few nonverbal behaviors
Brings people into discussion													Doesn't invite contributions from others
Talks quietly													Talks loudly
Flexible approach													Rigid approach
Ideas are well thought out													Ideas seem to come off top of head

Reproduced from *50 Activities for Developing Management Skills, Volume I,*
Leslie Rae, HRD Press, 1990

Names

Scoring Column A 1–3	1	2	3	4	5	6	7	8	9	10	11	12	Scoring Column B 4–6
Laughs a lot													A serious person
Overtly supportive of people's behavior													More likely to point out snags and difficulties
Allows people to have their say													Interrupts often
Always has something to say													Talks hesitantly
Looks relaxed													Looks uptight
Determined to produce objectives and plan any activity													Wants to go ahead right away
Prefers to be one of the followers													Tends to dominate
Appears self-confident													Lacks confidence
Helps the group													Hinders the group
Comments are always to the point													Flippant
Self-critical													Ignores own behavior
Stays switched on													Switches on and off
Often seeks compromise													Rarely seeks compromise
Forthright													Devious
Defensive of own views to point of rationalization													Fully open in admitting faults
Lot of positive additions to views of others													Tends to disagree with ideas proposed by others
Keen to check out understanding of what others say													Does not react to what others say

How I See You

1. All feel the same (or nearly the same).
   A consistent image is being produced that most people are recognizing. (Is this the image that was intended to be projected?)

2. All around scores 3 and 4 = average. Either…

   a) You are average or neutral in the image you project
   b) The image is too diffuse for people to assess

3. The majority feel the same (or nearly the same), but others differ.

   a) Different perception levels of people.
   b) Age, sex, culture, etc., differences of the perceivers.
   c) The image is tending to be diffuse, and possibly too difficult for some people (less perceptive) to assess.

4. One (or two) feel completely different from the others.

   a) Incorrect scoring.
   b) Very strong value judgments on the part of the individual.
   c) You have done something to the individual (e.g., constantly disagreed with his or her proposals; interrupted frequently and obviously ignored references, etc.)

5. All different.
   Who are you? (Was this intentional?)

21 Image Identification

DESCRIPTION

This activity is intended to encourage a free exchange of information between the members of a course in a form different from the traditional verbal method of self-introduction or introduction by another person following interviews in a paired or progressive grouping. It also sets the scene for a creative course environment by introducing creativity into what is basically a simple activity.

SITUATIONS

The activity can be used on any occasion when introductions of the group members are required, but more particularly when it is necessary for a rather different approach to be attempted. The trainer is often in a quandary about how to start a course in the most effective way and how to include an introductory activity when the members of the course are familiar with one another. In such an instance it would be inappropriate for the normal introductions to be sought. The use of images can make these introductions both enjoyable and often illuminating.

OBJECTIVES

- To encourage group development by starting the members talking within the group
- To give each member some indication of the activities, interests, etc., of the other members of the group
- To start to overcome the concerns of some members by giving them the opportunity to start talking
- To start the process of awareness between the group members and the trainer and group members
- To simply “break the ice”
- To encourage the construction of a learning event within a creative environment

TRAINER GUIDANCE

In my experience, most groups of any nature and any level find this experience fun, in addition to affecting introductions. However, there will always be the risk that some participants may feel that the event is childish and beneath their dignity, or even too difficult to construct.

Any risks of this nature should be minimized by an extensive introduction of the activity by the trainer in terms of our abilities to create images that reflect our views of life, particularly our internal views of ourselves.

Of course, if the objection arises and is maintained, no force must be applied to include the participant. He or she should be allowed to refrain from taking part in the activity. Usually, the abstainer regrets the decision once the activity has started and the ready enjoyment of the others is seen, and on the few occasions when I have experienced this, in the majority of cases, the abstainers have asked if they can in fact join in!

METHOD

There are at least two optional approaches to start this activity:

Option 1:

The first optional approach requires no preparation other than the decision to use this method of introduction. After a short introduction, as suggested earlier, the participants are asked to think about themselves for a few minutes in terms of their personality, behavior, interactions with others, attitudes to others, interests, and activities in life. It can be useful for them to consolidate these considerations by writing down a few words or phrases about their thoughts. (This stage of the activity is common to both options.)

The participants are then asked to decide on an animal/bird/insect that reflects most closely their view of themselves or with which they feel they have the closest similarities.

Option 2:

The second option eases any difficulties on the part of members in thinking of a range of animals with which they could associate. A set of cards can be made available on which animals, etc., are pictured, titled, or described.

In either case, the participants can then be asked to place in front of them a card on which they have drawn an easily identifiable picture of the selected animal. If a participant has no artistic capability at all, the name of the animal can be written clearly on the card.

An alternative public statement can be a similar drawing or title insertion on a sheet of newsprint, plus the name of the participant, which is then posted on the wall of the training room.

Once the animal identification has been displayed, the participants are invited, either by means of the “Creeping Death” or “Russian Roulette” methods, or preferably on free invitation by other participants of the group, to describe why they had selected that particular animal and how they saw the relationship of their personality with that of the selected animal. These descriptions frequently allow self-comments of a more meaningful nature and level than those arrived at by more traditional means.

A useful extension of the simple introduction is to open up the event to challenges of statements made by participants, by the trainer or fellow participants, and in the same way, by clarification questioning.

This introductory event can be reversed, possibly at a later stage in the course, by asking the participants to identify an animal with other people in the group. In such an event, it is likely that an individual might be seen in a different way and, consequently, with a different image by different people. These differences can be helpful in leading to a discussion in terms of why different people see others in different ways—differences of age, sex, culture, perception, outspokenness, timidity, the presence or absence of feedback from that person, and so on.

TIMING	The time allocation for this activity must be as flexible or as rigidly controlled as in any other introduction activity. The possible extension discussions about the awareness aspects of people will obviously extend the time, but in so doing the basic activity is being extended in value.
MATERIALS REQUIRED	Prepared cards (see “Method”) or newsprint and marker pens.

22 The In-Tray

DESCRIPTION

This is basically an in-tray exercise in which the participants identify the priorities from a number of documents from a manager's in-tray, under special circumstances that impose decision-making pressures.

SITUATIONS

The activity can be used in a variety of situations including training events concerned with communication, general management techniques that include problem solving and decision making, but particularly with reference to scheduling.

OBJECTIVES

- To provide a basis for the introduction of a model that describes establishing priorities
- To provide practice in the use of the priority model in planning, problem solving, decision making, and time management

TRAINER GUIDANCE

No special problems for the trainer arise in this type of activity. The trainer, however, has the possibility of different options in the way in which the activity is performed. Some of these are described in the "Method" section.

METHOD

1. Divide the participants into small groups, usually two or three groups of four participants each, and allocate study rooms.

   Another approach is to perform this activity on an individual basis with each participant taking the part of the general manager in an individual responsibility approach to the decisions.

2. Issue to each member a set of the in-tray material (Handouts 22.1 through 22.18), a copy of the Instructions (Handout 22.19), and a copy of the Organization Chart (Handout 22.20).

3. Allow one hour for the decision-making activity whether the activity is being used on an individual or a small-group basis.

4. If the activity is being performed on a group basis, inform the groups that the final group assessment on performance and presentation is their responsibility.

5. At the end of the activity, return the individuals/groups to the plenary room to:

   a) Present their findings
   b) Permit comparison between the approaches
   c) Discuss these differences

6. An alternative to the feedback discussion in the full group, particularly in a large participant group, is to separate the individuals into small groups, or to pair the original small groups, depending on the activity principal format. These small groups can discuss their results and any differences, and if it seems necessary or helpful, the trainer can then lead a full group discussion. In such circumstances, with differences having already been aired, discussion is likely to be more open and to flow more freely.

Timing

Allow 1 hour for the main activity once the fact sheets have been distributed to the participants and they have dispersed to their study rooms.

In view of the extensive nature of the feedback, it will be necessary to allocate a substantial period of time for this, whether the feedback is performed in the full group immediately, or whether pairs are formed for discussion followed by plenary discussion. It is difficult to fix a time period for either of these, but a minimum is likely to be 1 hour, depending on the size of the group, etc.

Materials Required

1. Sufficient copies of Handouts 22.1 through 22.20 for each participant
2. Sufficient study rooms to allow individuals or small groups ample space in which to work
3. Sheets of newsprint or flipchart paper on which individuals can record their findings
4. An ample supply of marker pens

The In-Tray

Management Consultancy, Ltd.
103 Elm Street
Chicago, IL

March 31

Mr. W. L. Rae
General Manager
HardSoftware, Ltd.
Chicago, IL

Dear Mr. Rae:

Some years ago I was privileged to do some work with your company in my capacity as management consultant. I am writing to re-establish contact with you and offer my services that have become more extensive since our last contact.

I enclose my brochure describing the range of services I offer. If what you require is not mentioned, however, please make a specific inquiry since my associates and I can provide extensive knowledge and experience.

I look forward to hearing from you with the possibility of meeting you to discuss your requirements.

Sincerely yours,

D. Gordoun

The In-Tray

M E M O

TO: Mr. Rae

FROM: Susan Sykes

DATE: April 3

I forgot to tell you earlier today that I have an urgent hospital appointment tomorrow (4 April)—I hoped to see you later but now realize you aren't available. I shall be at the hospital in the morning and have some urgent shopping in the afternoon. I hope this doesn't upset any of your arrangements for your flight to Europe.

The In-Tray

PERSONAL

April 3

Mr. Rae:

I understand that you are busy planning your visit abroad, but I have an urgent problem and I must see you as soon as possible. I cannot see you on Tuesday, but will be available on Wednesday morning. Is it possible to see you first thing?

Fred Jones
Assistant Chief Electrical Engineer

Handout 22.4

The In-Tray

TO: Leslie Rae

FROM: Dick Vern, Manager, Electrical Engineering

SUBJECT: Public HardSoftware

DATE: April 3

I have now completed the preliminary estimates for the HardSoftware from Imstadt. If we are able to obtain this contract, it will give us an excellent lead over all our competitors. However, the work will require speedy retooling and additional instrumentation that may only be useful for this particular work.

Is there a decision from the Board? I need to know your decision on how to proceed.

The In-Tray

TO: Leslie Rae

FROM: Bob Wisillum, Production Manager

DATE: April 3

Hope you have a successful trip to Europe and come back with some wonderful ideas. Meant to drop in to see you but, as you know, we are "up to our ears."

Good luck.

Reproduced from *50 Activities for Developing Management Skills, Volume I,*
Leslie Rae, HRD Press, 1990

The In-Tray

TO: Leslie Rae

FROM: Vice Chairman's Office

DATE: March 25

The next meeting of the Board will be on Tuesday, April 11, at 2:00 p.m. I am aware that you will have returned only the day before, but you will be required to report on the:

a. Progress of the new staff appraisal system
b. Needs resulting from the possible success with the Imstadt contract

The In-Tray

TO: John Smith

FROM: Amos Briley, Engineering Manager

DATE: March 31

There seems to be some industrial disputes developing and we need to talk about this urgently. I should like Leslie to sit in on the meeting if possible.

cc Leslie Rae

The In-Tray

TO: Leslie Rae

FROM: David Lirrence, Sales Manager

SUBJECT: Product Development

DATE: April 3

The forward vision that we formulated 18 months ago seems to have been overtaken by major developments since then. The products being developed by our competitors are encouraging our established customers to look to us for an even wider range.

I have a number of field-survey-based ideas and I list these with a brief description enclosed as an attachment.

I would appreciate your views on these ideas and your reactions to the possibility of a new vision statement.

The In-Tray

TO: Chairman

FROM: Vice Chairman

DATE: April 3

We need to consider floating additional market offerings to ensure a healthy financial atmosphere in our potential advances in hardsoftware provision. I would appreciate your views in advance of the meeting on April 11 about the extent of flotation you have in mind.

cc Leslie Rae
General Manager
HardSoftware, Ltd.

Handout 22.10

The In-Tray

TO: Leslie Rae

FROM: Bob Wisillum, Production Manager

SUBJECT: Shop floor lunches

DATE: March 28

We have spoken previously about the increasing problem of workers eating their lunches on the shop floor rather than eating in the cafeteria. This practice is a safety hazard and additionally, the cafeteria is losing revenue as a result. If the increase continues at this rate, the cafeteria will soon be in serious difficulty. The workers seem to have picked up a rumor that the practice is going to be stopped completely and there are subsequent murmurs from the union.

Can you advise me please?

The In-Tray

Konrad Kozicupski
222 North Avenue
Chicago, IL

March 31

Mr. W. L. Rae
HardSoftware, Ltd.
Chicago, IL

Dear Mr. Rae:

I have recently graduated as an Electronics Engineer (B.Sc.) with honors and am seeking employment commensurate with this education and training. I have heard excellent reports of the progressive attitude of your company and I should like to be part of your advances.

I enclose my résumé and would appreciate an investigatory interview.

Yours sincerely,

K. Kozicupski

The In-Tray

MEMO

TO: Mr. Rae

FROM: Mike Elphin, Personnel Manager

DATE: April 1

I understand that your impending visit to Europe is your first abroad. We have a briefing pack available that takes approximately 1 hour to work through. Would you be interested in having a copy of this pack? You may find some time to read it on the plane.

The In-Tray

Hometown Elementary School
Chicago, IL

April 1

Mr. W. L. Rae
General Manager
HardSoftware, Ltd.
Chicago, IL

Dear Mr. Rae:

I am writing to invite you to be the guest speaker at our annual Parent's Day on May 12. It would be an honor for the school if you could accept.

Please let me know before April 10 if you can manage this, as I shall be away for three weeks following that date.

Yours in anticipation,

L. Hopkins
Principal

The In-Tray

TO: Leslie Rae, General Manager

FROM: Molly Many, Cafeteria Manager

SUBJECT: Cafeteria Management

DATE: April 3

You may not be aware that the cafeteria finances are rapidly approaching a serious situation. There are a number of factors that have contributed to this and they are not being helped by Mr. Wisillum, the Production Manager and his workers. If I am not supported by the company, I shall have to seek other employment.

Could I please meet with you within the next week to discuss this?

The In-Tray

TO: Mr. Rae

FROM: G. Black

SUBJECT: Voluntary Collections

DATE: March 31

You may not know it, but I am the official collector for the Save the Children Fund, and during the week of April 10, there is to be a special push with extensive efforts at collecting.

I need your authority in order to proceed with this project and would appreciate your granting this.

The In-Tray

TO: Leslie Rae

FROM: Susan Sykes

SUBJECT: Resignation

DATE: March 31

As we discussed, I have considered withdrawing the verbal resignation I offered you last week, but I regret that my original decision must stand. My fiancé insists that I am not to be at work for two months before our marriage and emigration. Consequently, I must give my notice to leave on April 24.

The In-Tray

TO: Leslie

FROM: Cynthia

DATE: March 31

I have met the Soft, Inc., people several times this year, so if you want a briefing—either in person or in writing—please let me know. A direct briefing would take no longer than 20 minutes.

The In-Tray

Mr. L. Smith
Smithware Associates
2 Main Street
Oakgrove, IL

March 31

Mr. Rae
General Manager
HardSoft, Ltd.
Chicago, IL

Dear Mr. Rae:

I and my associates produce high quality hardsoftware of a simple to complex nature. You have seen some of our previous products, one of which, Clickiton, you purchased and now market (apparently successfully).

We now have a wide, new range of products ready for final development. Since you have previously been a customer, I am writing to you to offer you the opportunity to consider these products. The products will be displayed at the HardSoftware Exhibition on April 11 and we anticipate immediate reaction.

I enclose our marketing brochure that describes fully the products. I look forward to an early response in view of the short period of time before we must go “public.”

Sincerely yours,

L. Smith

The In-Tray

Instructions

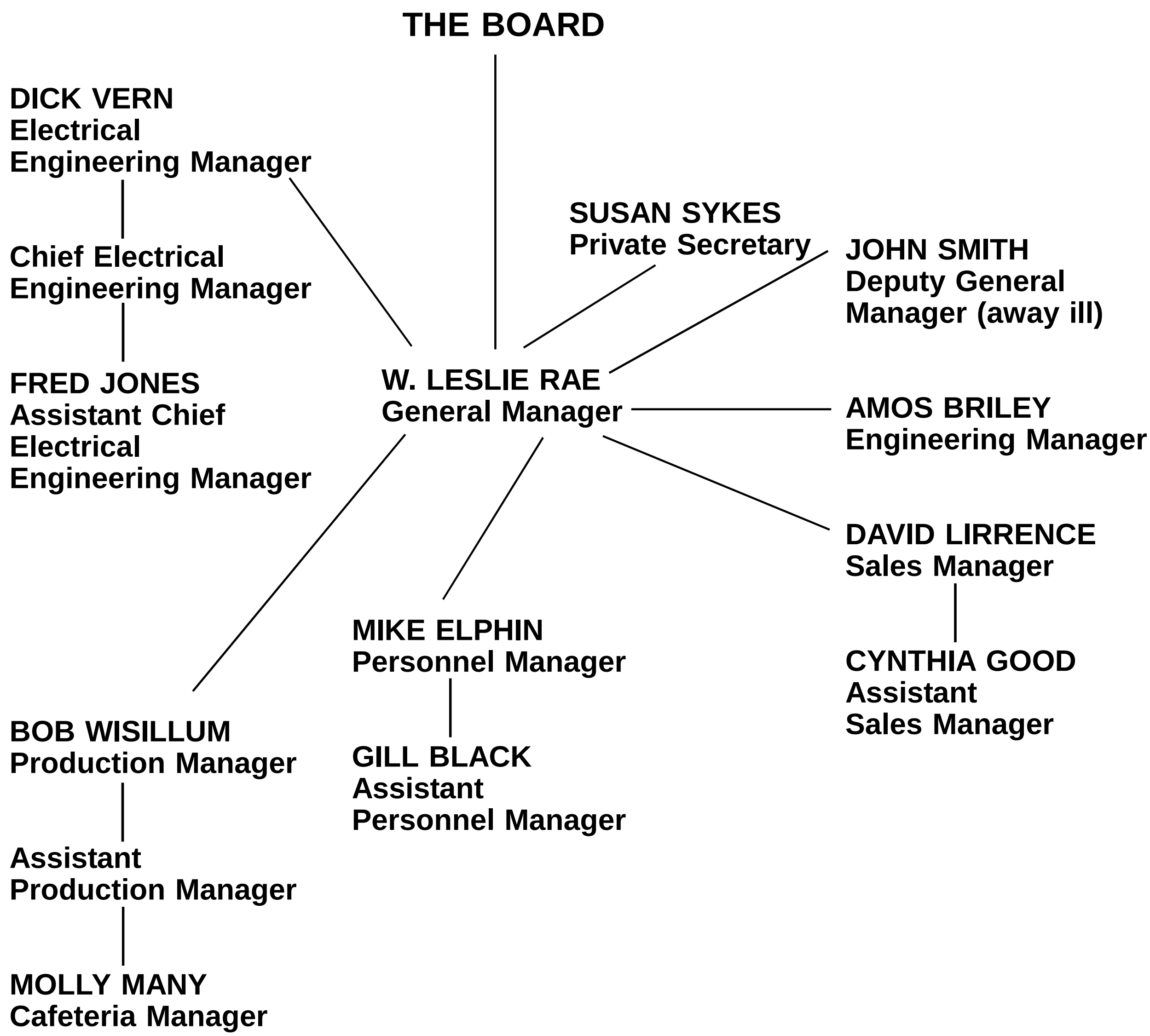
You are W. Leslie Rae, the relatively new General Manager of HardSoftware Ltd. It is now 2:15 p.m. Tuesday, April 4, and in one hour, you are leaving to fly to Europe to visit a firm with which you hope to do business. This European business is about the only chance that HardSoftware has of surviving, although this state of affairs has only just happened owing to a disastrous cancellation of orders a few days ago. Even the Board is not fully aware of the seriousness, but you have much hope that your visit will be fruitful. You are due to return in six days' time on Monday, April 10.

The collection of papers you have been given represents your in-tray that must be dealt with before you leave. You must take some action on every document, either noting phone or verbal action on the document, or actually writing notes and letters, meeting notes, or agenda where this would be the real action. Record any telephone calls you make and the time taken as if you had actually made the call. If you meet with anyone, record the length of time the meeting lasts. Record all your actions in summary form, referring to the document concerned, on a sheet of newsprint or flipchart paper and be prepared to present this in plenary. A partial organization chart is also supplied to you giving the relevant, necessary information.

The In-Tray

HARDSOFTWARE, LTD.

PARTIAL ORGANIZATION CHART



23 Individual Interim Course Review

DESCRIPTION

It is valuable during many events, if there is no regular review system (see *At the End of the Day Reviews*), to have a method of discovering participants' attitudes about what is happening during the course. This is one of four simple activities that summarizes the basic approaches to "Interim Reviews," which are course reviews held about halfway through the event so that there is time to take remedial action if necessary. (See also Activities 15, 29, and 32.)

SITUATIONS

This is useful at about the midway point in any training course where:

- It is desirable to know how the training is being received.
- There is the intention to make modifications or take remedial action, if this is necessary.

OBJECTIVES

- To give the participants the opportunity to review and reflect on the training and learning up to that stage
- To give participants time and guidelines to consider their views about the course and learning process
- To preface a discussion about the training process
- To give the trainer feedback about the training process *so that modifications might be made to the training*

TRAINER GUIDANCE

An interim review is not an activity simply to fill in some spare time during a course (although it is certainly tempting to use it as a break from the training and rationalize its use as the "review" part of the learning cycle). Nor is it an indulgence on the part of the trainer who knows the course is going well and is seeking corroboration.

It is always important to know at any stage how the course is progressing, but as mentioned earlier, there must always exist the intention and the capability to take remedial action as required. If this is not present, do not introduce this activity, because considerable damage can result if the expectations of the delegates are raised, but not satisfied.

METHOD

1. Distribute Handout 23.1 and/or Handout 23.2 for completion by the participants.

2. After the participants have completed the handouts, further action may depend on the time of day at which the activity is started:

   - If the activity occurs or is planned to occur at the end of the training day, further action can be suspended until the following morning. At

that point, the trainer, having analyzed the responses overnight, can start a discussion about the interim review based on the analysis. This analysis should be posted at the front of the training room so that all delegates can see it and refer to it in the discussion.

- If, and this is the process I would recommend from my experience, the activity takes place during the day or at the end of the day with sufficient time to complete all actions, the discussion and agreement for action can follow the completion of the guidelines sheet.

3. Initiate or arrange any action necessary as a result of the discussion agreement.

TIMING

Allow up to 30 minutes for the completion of the review sheet and at least 45 minutes for the discussion and agreement on action.

MATERIALS REQUIRED

Sufficient copies of Handout 23.1 or Handout 23.2 for each participant

Interim Course Review

Please check the space to show where you rate the item listed.

1. Name of session, activity, case, video, etc.:

____

	Very Good						Poor
Presentation							

	A Lot						Little
Learning							

Please state briefly why you have given these ratings:

2. Etc.

The entries in each section will depend on what has preceded the review, and which activities the trainer wishes to review. The two items shown—presentation and learning—can be supplemented with other items, again depending on what the trainer requires to be assessed.

Remember, however, to only ask for what is absolutely necessary. The more the participant is required to write, the less content will likely be written or less consideration will be given to the responses.

The actual format of the review can, of course, be that of any end-of-course type of review used.

Interim Course Review

1. Which activities so far in the course have you found most useful? Why?

2. Which activities so far in the course have you found less useful? Why?

3. What new aspects of knowledge/skills have you learned so far?

4. What aspects of knowledge/skills that you already held have been positively reinforced?

5. What do you intend to do back at work as a result of the above?

6. What learning have you not achieved so far from the material that has been introduced? Why do you feel this is so?

7. What other learning do you want to achieve and what material does not, as far as you know, seem to be covered in the remainder of the course?

8. Any other comments?

Reproduced from *50 Activities for Developing Management Skills, Volume I,*
Leslie Rae, HRD Press, 1990

24 The Mast Activity

DESCRIPTION

This activity is designed for more than one group to compete in the simulated construction of a mast (now a "tower"), which will be planned with a maximum profit in mind.

SITUATIONS

The "Mast Activity" is suitable for use in a course with a group of supervisors or managers at any level. The activity is used on courses related to:

- Leadership styles
- Leadership cycle techniques
- Leader/member relations
- Member/member relations
- Business planning
- Risk-taking
- Lateral thinking and creativity
- Profit/loss accountability

OBJECTIVES

These will vary according to the situations in which the activity is used, but by the end of the activity, all participants will:

- Be aware of and able to practice the interpersonal skills of group membership while performing a task
- Increase their skills as a:
  - Leader in planning, organizing, operating, motivating, communicating, and monitoring a task
  - Group member in working effectively both with a leader and with other members while performing a task
- Develop skills in planning and risk taking in business profit approaches
- Develop and practice the effective giving and receiving of feedback and appraisal:
  - As an observer to the activity participants
  - To self as an activity participant
  - To fellow members of the group and the group leader
- Have realized the value of lateral and creative thinking in the performance of a task that offers these opportunities

TRAINER GUIDANCE

None

METHOD

1. Introduce the activity in general terms related to the particular situation and its objectives, and emphasize the point that the final objective is the building of a mast at maximum profit, using all the relevant skills of a group.

2. Identify the groups involved and allocate rooms for the planning period for each group. The group will perform the final building activity together in the plenary room.

3. Identify the observers for each group and issue Handouts 24.1, 24.2, and 24.3.

4. Describe the mechanics of the activity:

   a) Each group will be allocated 30 minutes as a group, within their separate breakout rooms, to plan the operation of the activity. During this period, the group will be allowed to practice using the building materials, but the bricks must be disassembled and returned to the container at the end of the planning period.

   b) During this period, the observers will be taking note of the group process in accordance with the guidelines given in the *Fact Sheet for Observers.*

   c) At the end of the planning period, the groups will return to the plenary room and the leaders will report their planned profits.

5. Allow 30 minutes (strictly controlled) for the planning period with the groups in their separate breakout rooms. The observers will accompany them and will cover the entire planning period. It is up to the discretion of the observers to determine who in their group will watch the various aspects of the process.

6. Remind the participants of the requirements of the building phase:

   a) The building bricks will remain in their container until the building phase is signaled to start.

   b) The *trainer* will start all groups by saying, “Start.”

   c) The leaders will be responsible for controlling the timing of their group’s activity, but one observer will keep the official time for the group.

   d) The building activity will stop when the *group leader* says, “Stop.”

   e) Immediately after the group leader stops the activity, the observers of each group will:

      - Record the time taken

- Measure the height of the mast in inches
- Count the number of bricks used

f) Reports about the groups will be made under the three planned profit headings in terms of the actual achievements.

7. Nominate the selected leaders of each group and give each leader one copy of each Handout 24.1 and 24.2.

8. The building activity is allowed to occur as described and the results are recorded on Handout 24.4.

Post-Activity Action

The post-activity action is equally as important as the activity itself, and during this event, as much feedback as possible should be given. The observers were allocated to watch each group closely and carefully, following the guidelines suggested, and it is now *their* opportunity to comment on their observations and give the participants feedback.

Once the results have been recorded, the trainer should then comment or ask for comments on these results. These comments will, of course, be relevant to the objectives of the exercise. If the objectives of the activity were only to use it as a process vehicle to allow behavior to occur and be observed, then the comments on the actual results will be minimal. However, they must be made or the participants will feel that they have been cheated and wasted time on an activity that was later ignored by the trainer.

If the objectives related to profit planning, then the trainer's comments will address the skills and levels of planning and whether the assessments were realistic, or over-optimistic, or set too low for business planning.

Other objectives will suggest the type of comments to be made, but the trainer will be advised at this stage to concentrate on the factual aspects of the activity and on the task itself, and comment accordingly.

Once these comments have been made and responses discussed with the groups, there are at least two options available to extend the feedback to the process of the activity.

The first approach might involve everyone as one group. In full plenary, the observers of each group will comment about the group observed; responses can be made by either set of observers or groups when these comments have been made. The trainer will need to control this feedback and the discussion that may ensue. The value of this approach is that all participants learn about the variants (as operated or potential) of the task and process, not only in the immediate group, but also with any other groups taking part in the activity.

The disadvantage of this holistic approach to appraisal is the danger that the second group will show no interest in what is being said about the first group, and the first group will show no interest in the comments about the second group, rather than experiencing reactions to their own feedback.

My preference is for the second option. In this case, the groups are separated into the original groups and also accompanied back to their original "planning" rooms by their own observers. Within this family group, the observers give their feedback and appraisal of the group's performance. The feedback in such an environment is more likely to be much more open and realistic than the constraining atmosphere of the large group, and response by the participants with meaningful discussion is more likely to occur. In my experience, the feedback in these smaller groups encourages much more interaction and consequently takes longer—often an hour or so.

The second approach can be completed by a different discussion in plenary in which the participants and observers are asked whether there is anything they wish to share with the full group as a result of the small group discussions. On this occasion, however, the likelihood of a free plenary discussion is more favorable.

TIMING

1. Trainer introduction and setting-up activity:	10 minutes
2. Planning period:	30 minutes
3. Changeover and recording of planned profits:	15 minutes
4. Building period and recording of actual profits:	15 minutes
5. Feedback discussion:	Up to 1 hour
6. Total time taken:	2 hours, 10 minutes

MATERIALS REQUIRED

1. *Leader's Fact Sheet* (Handout 24.1) for each leader and observer
2. *Incentive Chart* (Handout 24.2) for each leader and observer
3. One set of Lego™ bricks, as described in Handout 24.5, for each group
4. One retractable measuring tape for each group
5. *Fact Sheet for Observers* (Handout 24.3) for each observer
6. A prepared chart or overhead projection slide of planned and realized profits (Handout 24.4)
7. Sufficient tables for each group in the plenary room and smaller rooms for subgroups

The Mast Activity

Leader's Fact Sheet

1. You are in charge of the group that has been given this task. You are to erect a mast at *maximum profit* using the building bricks provided. The mast can be of any design, but must be self-standing and stable enough to be measured.

2. The activity will consist of two stages:

   a) The planning phase (maximum 30 minutes)
   b) The building phase (maximum 10 minutes)

3. You may organize and use your group in the way that seems most effective for achieving the task.

4. During the planning phase:

   - Study the three incentive charts to select maximum profit targets (a profit of more than $300,000 is possible).
   - Work out your detailed construction plans involving the materials and human resources provided.
   - Submit in the space below the profit plans made.

   Note: In this phase you may handle and assemble the bricks in any way that you wish, but all the pieces must be disassembled and replaced randomly in the counter before starting the building phase.

5. During the building phase that will take place in the plenary room…

   - The trainer will give the starting time,
   - The group will build the mast, and
   - The building will be stopped on completion or otherwise by the group leader saying, "Stop."

6. As soon as the leader says "Stop," the observer(s) will immediately measure the height of the mast, make a note of the time taken, and count the number of bricks used.

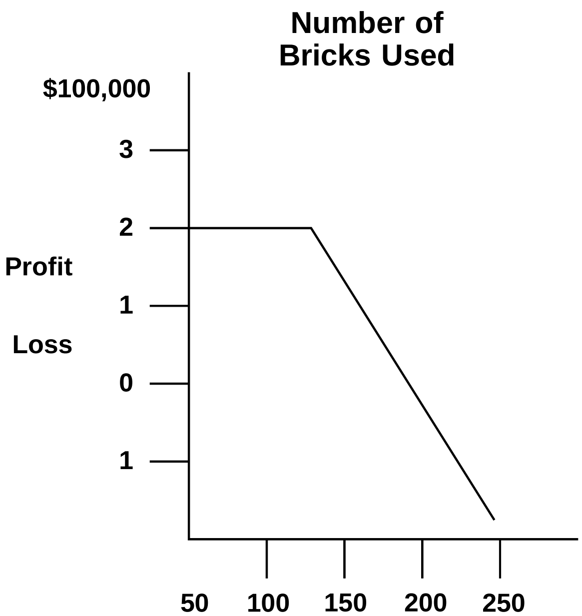
7. The achieved profit will be compared with the planned profit immediately following the building phase.

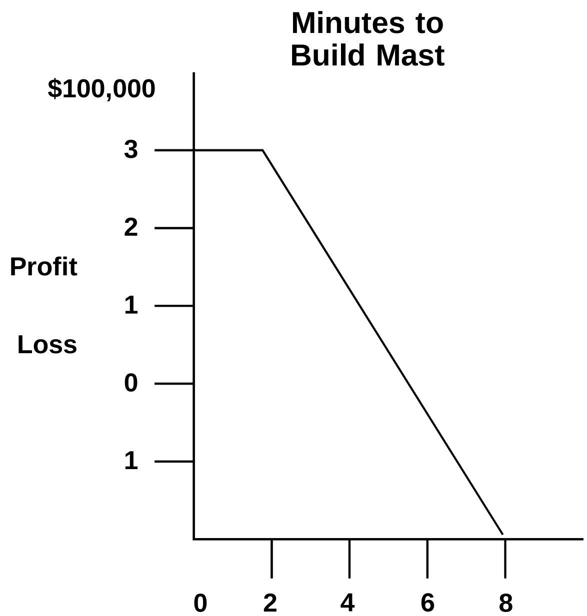
8. **Proposed Profit Details:**

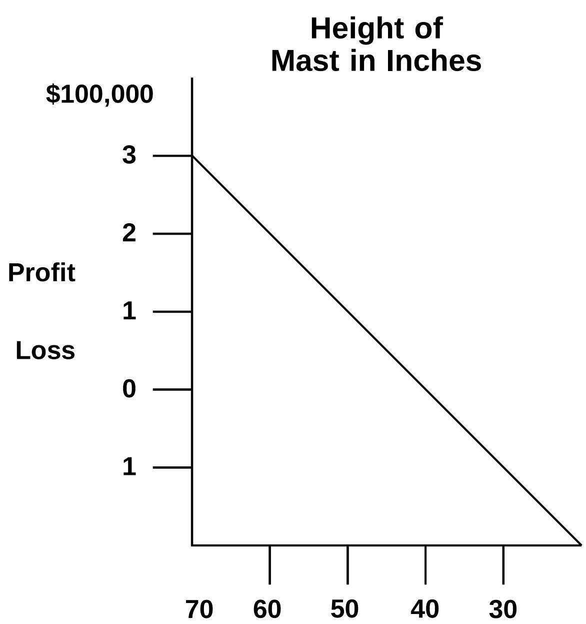
Number of bricks used	Profit or loss	$ ____________________
Height (in feet: 1 inch = 1 foot)	Profit or loss	$ ____________________
Time (in months: 1 minute = 1 month)	Profit or loss	$ ____________________
Overall expected profit or loss:		$ ____________________

The Mast Activity

Incentive Chart







The Mast Activity

Fact Sheet for Observers

Please note that the instructions require the mast to stand *long enough only to be measured.*

Observe the following…

Were the objectives established clearly?

Were all the instructions understood?

Were all the materials considered?

Were facts other than those given considered?

Was there agreement on a plan of action? At what stage?

Were all the possibilities explored? How?

Was creative thought encouraged and used?

Was there a trial run and an analysis of this rehearsal?

Was the experience and skill of all explored?

How was the final plan chosen?

Were the members of the group treated effectively by the leader and each other?

If so, how?

If not, what significant interpersonal events occurred?

Who helped the activity the most and how?

Who helped the activity the least and how?

Rate the effectiveness of the leader on a scale of 1 to 7,
with 1 being poor and 7 excellent: __________

Rate the effectiveness of the group on a scale of 1 to 7,
with 1 being poor and 7 excellent: __________

Handout 24.4

The Mast Activity

Profit Details

Group A

		PLANNED		ACHIEVED
Bricks	No.: _______	Amount:	No.: ________	Amount:
Height in feet (1 inch = 1 foot)		Amount:		Amount:
Time in months (1 minute = 1 month)		Amount:		Amount:
TOTAL		________________		________________

Group B

		PLANNED		ACHIEVED
Bricks	No.: _______	Amount:	No.: ________	Amount:
Height in feet (1 inch = 1 foot)		Amount:		Amount:
Time in months (1 minute = 1 month)		Amount:		Amount:
TOTAL		________________		________________

The Mast Activity

Building Materials Required

1. A container, such as a large envelope, to hold the building bricks.

2. A mixture of Lego™ bricks or similar items. The mixture should contain a wide variety of sizes and colors, the majority of which will be standard 4, 6, or 8 stud bricks. One base plate must be included. Also to be included must be long, flat bricks that can be used vertically to produce height without the use of many bricks (this is where a lateral thinking approach will become evident in construction).

25 Negotiation: Multiflex Ltd.

DESCRIPTION

This activity is a case study for use in training in improving negotiation skills.

SITUATIONS

This is appropriate for any learning event that includes negotiation practice following training sessions on the techniques and skills of negotiation. If only one negotiating study is to be used, either this activity or Activity 17 is suitable. If several studies are used, it is suggested that because of its relative complexity, this activity not be used as the first practice.

OBJECTIVES

To give participants, under pressure, practice in applying previously learned negotiating techniques and receiving feedback on this practice

TRAINER GUIDANCE

1. To obtain the maximum benefit, the activity should be preceded by a training session or sessions on the skills and techniques of negotiation, particularly in a win-win situation.

2. If a previous negotiation activity involving an employer or client and someone from the trade union or from outside the company has been used, the roles of the participants should be reversed for this activity. For example, in two negotiation activities following each other—the Hotel Negotiation Activity and this activity—the participant playing the hotel manager should take the part of the employment consultant in this activity. Alternatively, if a participant assumes one of the roles in real life, he or she should play the opposite role to obtain an insight into what it is like to be "on the other side of the table."

METHOD

1. Divide the participant group into pairs, allocating roles to the company and consultants. A variation has both consultants of the consulting firm meeting with the company representative and the retiring General Production Manager.

2. Distribute Handout 25.1 to all participants and any observers; Handout 25.2 to the company representatives and observers; and Handout 25.3 to the employment consultants and any observers.

3. Allow up to 40 minutes for the participants to familiarize themselves with the information, to plan their strategy, and to produce issue statements (if relevant to the previous training).

4. Conduct the negotiations within 45 minutes, which will be strictly enforced.

5. Bring the participants to the plenary room and obtain the *factual* results of the negotiation and record these. Restrict, or do not allow, process discussion at this stage.

6. Following the fact-finding session, give the participants a self-appraisal sheet to complete on an individual basis (see Activity 42).

7. Divide the group again into the negotiation units—pairs or small groups with or without observers—to appraise each other and give each other feedback.

8. Resume the plenary group for a final "wrap-up" session and discussion on mutual concerns that arose.

TIMING

1. Initial reading of briefs and planning:	Up to 40 minutes
2. Negotiation:	Up to 45 minutes
3. Self-appraisal questionnaire completion:	Up to 10 minutes
4. Appraisal session:	Up to 20 minutes
5. Final plenary session:	Up to 15 minutes

MATERIALS REQUIRED

1. Sufficient copies of Handout 25.1 for all participants
2. Sufficient copies of Handout 25.2 for all employer representatives and observers
3. Sufficient copies of Handout 25.3 for all consultants and observers
4. Private negotiating rooms for each negotiating group

Multiflex Limited

History and Products

Multiflex Ltd. of Leeds was established in 1965. Its aim was to serve the needs of the gas-reforming industry by producing metal hose assemblies. The discovery of natural gas in the North Sea demanded that the company embark on a program of diversification. Discussions were held successfully with the British Gas Corporation to create interest in gas meter connectors from Multiflex. This product makes a significant contribution to the company's turnover.

The company has been hit hard by the recession, particularly in its original markets of steel, power generating, and general engineering. Having maintained an underemployed work force for six months and with no improvement foreseeable in traditional markets, the company decided to make 65 employees redundant last month, reducing the labor force to 175.

In addition, the market for fluid meters, showing flow rates on mechanical clock faces, is dwindling. To remain competitive, the company has decided to adapt a successful electronic digital flow meter manufactured by the parent company, LBJ of USA, to suit European markets. This will demand the recruitment of specialists. Having made the decision, speed of implementation is essential to stop competitors from gaining too strong a grasp on this market.

Recruitment

The company has no personnel department; each line manager is responsible for personnel and welfare matters of his or her staff. In the past three years, there have been only two vacancies at the senior level:

1. An accountant position was advertised by the company secretary in the *Daily Totempole* (semi-display) at a cost of $60. This produced eight replies and the job was filled by one of these applicants.

2. The sales manager vacancy was handled by H and B Consultants. They advertised and interviewed on behalf of the company, producing a good short list from which the vacancy was filled. Total costs were $1,350: $450 for advertising and $900 for consultant fees.

Company Philosophy

The atmosphere at Multiflex is one of a family—a team enjoying working together, believing in what is being done, and working hard to project these attitudes and philosophies. The current Managing Director (MD) is the nephew of the founder and original MD. The company is a very professional organization with a totally committed approach to its objectives. Problems are dealt with firmly, but sympathetically.

An example of this is the early retirement of the General Production Manager. He has been with the company since the outset, but at 62 does not feel able to take on the challenge of moving over to electronic products. He was offered a position with the company until he retired, working in tandem with a new specialist—a golden handshake and early pension rights. He has decided to retire when a suitable replacement has been found.

Vacancies

General Production Manager (Leeds)	$	10,000	annual salary + car
Area Sales Manager (South England)	$	9,000	annual salary + car

These are replacement vacancies, the others being new jobs as a result of the planned product developments.

Area Sales Manager (N.E. Scotland)	$	6,000	annual salary + car
Technical Manager (Leeds)	$	7,500	annual salary + car
Electronic Development Engineer	$	5,000	annual salary + car
Production Engineer	$	4,000	annual salary + car

Multiflex Limited

Company Brief

Multiflex is a private company with 65 percent of the equity owned by LBJ of USA, and the balance belonging to the existing MD and his uncle, the firm's founder. Turnover in 1982/83 was $2,105,000 and in 1983/84 $2,200,000. You have been under severe pressure from LBJ since last year. Although the turnover increased, once inflation and over-staffing had been taken into account, profitability fell below break even. You are now faced with redundant salaries, so it is essential to keep expenditures to a minimum. Equally, it is essential to employ new staff quickly to give you a chance of seeing some return from your outlay on the digital meter in this financial year.

Having seen several consulting firms, you have invited National Business Consultants to negotiate details with you. The Chairman of LBJ is flying over from the United States today, and you are having a meeting with him in 45 minutes after your meeting with National Business Consultants begins. You would like to be able to report that recruitment is organized, underway, and within budget.

The Issues

1. You need external specialist recruitment assistance because you don't have the experience or expertise in the company of recruiting at this level, nor the technical electronic knowledge.

2. LBJ has given you a budget of $50,000 to develop the digital meter, alter production methods, and recruit the necessary staff. You require approximately $27,000 for the new production capital equipment and system implementation, and an estimated $17,000 to $20,000 to adapt the product. This leaves between $2,000 and $5,000 on recruitment without any money for contingency planning. You really would like to complete the exercise for around $3,700, but judging from the prices previously charged by H and B, this could be difficult.

3. You didn't like the way H and B charged on percent of salary and would like to work on straight figures on contract. You have phoned the Institute of Personnel Management who advised that, during the recession, competition among consultants was such that you should be able to get away with a small down payment. This suits your philosophy, "We only get paid when we deliver our meters, not when we receive the order," and it suits your cash flow, as finances will be tight for the next three months in view of the redundant salaries.

4. You wish confidentiality in recruitment advertising so soon after the redundancy. You know that however you recruit, you will have to pay advertising costs, but you did feel that H and B were unnecessarily lavish with your money. You feel this is a tendency of consultants.

5. You expect the consultants to do everything, from initial advertising, interviewing, arranging technical testing, and arranging final interviews, to checking references. The trouble with consultants is that they often try to add on extras.

6. Although you let the consultants know generally that speed is of the essence, you have priorities:

   a) The Technical Manager and Electronic Development Engineer must be found immediately because the company cannot proceed with plans until design alterations have been made.

   b) The N.E. Scotland Area Manager should be able to start before the new product comes on line since Aberdeen is the center of natural gas industry in Britain and there will be markets for existing products. You would like the job to be filled within three months.

   c) There is no rush about the production jobs as the current General Production Manager is to stay on until a replacement is found and the replacement would probably want to personally recruit a Production Engineer.

   d) The Southern England Area Manager vacancy has arisen because the present incumbent is leaving in five months.

Multiflex Limited

National Business Consultants' Fact Sheet

You own a small consulting firm specializing in management systems and recruitment. You employ two staff: one other consultant and a secretary. The overhead (everything from office space, salaries, electricity, to rates and postage) is $1,000 per week ($200 per working day), and with two earning staff, your break even point is $100 per consultant day. Your normal recruitment charge is 20 percent on the first year's salary when the candidate starts with the client company.

On average, you take five working days on each recruitment exercise, from initial visit, advertising, and interviewing, to short-list and arranging final interviews. For any additional services required, you charge a daily rate of $150 per day: for example, arranging technical testing and following up references normally take half a day each, while sitting in on final interviews as advisor to the company takes, on average, one day. From taking on the assignment through to the successful candidate starting employment takes, on average, three months. Advertising and interview expenses are passed on at cost to your client. However, the newspapers give you 10 percent commission on advertising costs for using them.

The Issues

1. This is a good opportunity for business with a respected and reputable company. Apart from potential further business with the firm, Multiflex would be an excellent reference for you in this area, and the liaison would improve the standing of your firm in the eyes of many. In addition, the vacancies are interesting and well-paid, and you would expect to fill them all.

2. The past couple of years have been bad for consultants, and you need this business on a profit-making basis to help clear your overdraft, which currently stands at $1,600.

   You expect that you will have to lower your standard terms for a contract of this size. You would prefer a deal with most of the money as a down payment and the balance paid on the number of consultant days involved. This would keep the bank manager happy and is less risky.

3. For advertising, you are suggesting a budget of $1,100 to give impact. This is not unreasonable, but if squeezed, you could drop to $800. You would prefer the larger budget, because apart from commission, it increases your chance of attracting a wide cross-section of candidates and thus obtaining placement revenue. Less than $800 would not get the required response, and cutting sizes of advertising would not be cost-effective.

Handout 25.3 (concluded)

The advertising you could suggest is:

•	*Daily Totempole* display block for both Area Managers	$ 375
•	*Daily Totempole* display for General Production Manager	$ 325
•	*Technology* display block for Electronics Development Engineer and Technical Manager	$ 250
•	Production Engineer in a composite advertisement with other vacancies in the *Leeds Trumpeter*	$ 100
•	*Glasgow Creator* display for N.E. Scotland Area Manager	$ 50
		$ 1,100

If pushed, the alternatives are:

•	*Daily Totempole* display composite for two Area Managers and General Production Manager	$ 500
•	*Technology* display block for Electronic Development Engineer and Technical Manager	$ 200
•	*Leeds Trumpeter* for display vacancy for Production Engineer	$ 50
•	*Glasgow Creator* display for N.E. Scotland Area Manager	$ 50
		$ 800

4. You are committed to completing some consulting work with the Local Authority, a valued key client. This will tie up both you and the other consultant for the next three weeks. You would not want to pull out and change the timetable because it could affect your relationships within the LA and your chances of repeat business. Other demands on your time can be manipulated to fit in with the Multiflex time scale.

5. You have been given a 45-minute appointment with the MD of Multiflex to negotiate a deal, and in time, you would clearly like to come away with a good package.

26 The New Group

DESCRIPTION

Whether you are the manager of a working group or a member of that group, or a trainer continually having to encounter new learning groups, you will have concerns about the group and your role in it. This activity encourages consideration of these concerns in addition to providing a universally relevant subject for a discussion group.

SITUATIONS

This activity is particularly suitable for:

1. An early activity in an interactive skills course
2. A relevant subject for a discussion group
3. A practical activity at an early stage of a leadership course
4. Any learning event concerned with human resource development
5. “Training of trainers” events

OBJECTIVES

- To increase the awareness of the concerns of people who become involved with a new group
- To identify the concerns of the enacting group
- To produce ways of dealing with these concerns, generally and specifically
- To initiate/continue the process of developing a group
- To provide a relevant discussion topic
- To alert group leaders to the concerns of groups for which they are or for which they become responsible and to permit development of methods of dealing with these concerns

TRAINER GUIDANCE

The brief for the activity has been made deliberately complex and ambiguous in parts in order to ensure that the learning group really comes to terms with the activity. People will need to discuss the process thoroughly before enacting the activity and this discussion will be part of the group’s development in analysis, communication, and development. The group should be allowed/encouraged to make its own considered interpretations and the trainer should resist attempts to explain the activity contents.

As in the majority of group experiential activities, the trainer should be the external, neutral observer, intervening with feedback at the appraisal stage only.

METHOD

1. Introduce the activity with a short statement about the concerns experienced in a new group, both by the leader and by the members, and admit to a full understanding of these concerns. Reacting to these concerns and dealing with them are valuable skills. The group will be in an ideal position to look at this subject because, if the activity is used as suggested, the group itself will be a new one either experiencing or having recently experienced such concerns. The group should be advised to treat the event as a full group activity and that you will not take an active role, but will be an observer only.

2. Either:

   a) State any time restrictions necessary, or

   b) Give the group the authority to control the activity, including time control in any way it decides.

3. Distribute Handout 26.1 and withdraw to the background in order to act as a completely external observer.

4. When the activity has concluded—as a result of the time constraint imposed by the trainer or the group, as a natural conclusion, or for any other reason—initiate an appraisal. First, the participants should be invited to individually write on paper their views, opinions, feelings, and thoughts about:

   a) Their achievement of the task

   b) The practical value of the task

   c) The process performed by the group in the completion of the activity

   The appraisal activity described in Activity 2 will be found to be particularly useful here, with some amendments related to the specific task.

5. Introduce the appraisal with the group commenting from the individuals' written views from Step 4. It is again preferable to encourage the group to conduct this appraisal itself with the support of the trainer, as a specific group activity. This augments any value obtained from the discussion about concerns and enhances group development.

6. Following the fact-finding session, give the participants a self-appraisal sheet to complete on an individual basis (see Activity 42).

7. Divide the group again into the negotiation units—pairs or small groups with or without observers—to appraise each other and give each other feedback.

8. Resume the plenary group for a final "wrap-up" session and discussion on mutual concerns that arose.

TIMING	Timing will be either constrained within the structure of the learning event, in which case up to one hour should be allowed for the activity and at least 30 minutes for the appraisal, or an open time allocation should be given.
MATERIALS REQUIRED	1. Sufficient copies of Handout 26.1 for all participants 2. Newsprint/flipchart paper and marker pens should be available

Handout 26.1

The New Group

There can be major problems of interpersonal interaction when:

a. A new group or team comes together for the first time,
b. A new leader enters an existing team or group, or
c. A new member or members enter an existing team or group.

Please consider as the full group the following issues that may concern members of a team or group within the circumstances cited above, discuss these effects, and come to some conclusions that can be related to your own circumstances.

1. Identify the ones you consider to be the most important concerns.
2. Identify the ones that most concern the members of this group.
3. Suggest ways in which these major concerns can be overcome.

It will be useful to you to decide whether you are to consider (a), (b), and (c) above, or whether you will consider only one or two of them.

It will also be helpful to you to decide whether you are to consider (1), (2), and (3) above or whether you will consider only one or two of them and how far you are going to take them within the time constraints.

The New Group

1. How will I be accepted in this group?
2. Will other members really listen to me?
3. Will my comments be ignored or considered and used?
4. How much influence or power can I expect to secure? How much do I want?
5. Will I be perceived as effective or ineffective, knowledgeable or not?
6. Should I be highly participative in order to be recognized, or should I sit back and evaluate the situation before participating?
7. Would the latter action cause me to be identified as weak, timid, and ineffectual?
8. What are the expectations of the leader about members' behavior?
9. How do I perceive and react to others? How do I react to the talkative or aggressive?
10. With whom do I feel comfortable in the group? Why?
11. How can I gain a sense of security in this group?
12. Whom must I watch, if anyone, in terms of self-protection?
13. What must occur before I feel a sense of trust in this group?
14. How do I react to the leader as a person? Does the leadership style and approach to people make me feel tense, fearful, and uncomfortable, or relaxed, accepted, and warm?
15. Does the leader dominate the group or help members be involved?

Handout 26.1 (concluded)

16. How do I feel toward the other members?
17. How friendly do I perceive their feelings toward me?
18. Do I want them to be friendly or do I see the group as a battle ground in which I enjoy contending with others?
19. How clear am I about the purpose of the group?
20. What pressures from certain members or outside sources worry me?
21. How clear do the other members seem to be about purpose, problems, solutions, and consequences?
22. How are we supposed to communicate in the group?
23. Should we address questions or offer opinions only to the leader or feel free to communicate with and respond to others?
24. How are decisions going to be reached?
25. What are the purposes and aims of the leader? Are they congruent with mine?
26. Are members supposed to rubber-stamp the leader's ideas?
27. What are the rules, procedures, and boundaries under which we will have to operate?
28. Will I be stiff, uncomfortable, and reluctant to disagree?
29. By disagreeing, what personal risk might I take with being accepted and with others' perceptions of me?
30. On the other hand, how will I feel if I "go along" against my beliefs?
31. Will the group atmosphere encourage or discourage the free interchange of ideas?
32. Will it permit the critical assessment of ideas or will such reactions be perceived as personal attacks?
33. What will be the pattern of participation in the group?
34. Will a few persons monopolize the discussion?

Please feel free to add any other concerns you feel are significant.

27 Paired Interviewing

DESCRIPTION

This activity offers an alternative approach to achieving introductions without putting the individuals under the stress of having to introduce themselves. It does so by enabling the participants to interview each other and then introduce each other, rather than themselves.

SITUATIONS

This is suitable at the start of any course where the participants do not know each other, or know each other only minimally. Other approaches are possible when the course participants know each other well and are well-known to the trainer, and yet more when, although the participants are reasonably intimate, the trainer is the stranger. This activity can also be used at the start of specific interviewing events.

OBJECTIVES

A number of objectives are possible with an activity of this nature:

- To encourage group development by starting the members talking within the group
- To give each member some indication of the job, interests, etc., of the other members of the group
- To start to overcome the concerns of some members by giving them the opportunity to start talking
- To start the process of awareness between the group members, and/or the trainer and the group members
- To simply “break the ice”
- To introduce the participants to the initial techniques of interviewing and produce an event that can be referred to at a later stage in the training

TRAINER GUIDANCE

The trainer will begin the activity with an introduction similar to Activity 9, in that the purpose is to give the participants an opportunity to start the process of getting to know each other.

The basis behind the introduction approach as far as the participants are concerned is the exchange of information between them. The variations in Activity 9—ranging from prescribing the information to exchange, to allowing free range in the choice of this exchange—are also possible in this activity.

One important aspect of the activity may be the selection of the pairing possibilities between the participants. Once again, the trainer has options in making this choice, the decision being based on the rationale behind the activity: from the simple exchange of information through to the initial exposure to difficult interviews.

When the objectives are also concerned with introducing interviewing, whether overtly or covertly, the trainer has options additional to the ones involved in a simple exchange of information.

In cases such as this, in addition to the simple act of introducing, the activity can be an integral part of the interviewing process. For example, once the introductions are eventually completed, a discussion can follow immediately on the problems encountered in interviewing someone without, say, an appropriate interview technique, or by asking inappropriate questions or in an inappropriate way, or not recognizing the signs given nonverbally during the interaction.

On the other hand, even though the objectives relating to interviewing may exist, any discussion can be delayed, rather than immediately following the introductions; any interaction difficulties may be recalled at a more appropriate time.

METHOD

The basic format of this activity is that introductions of the group members will take place, but in a different format from the self-introductory activities.

1. In that any introductory activity must be guided along the lines of what needs to be discussed in the introductions, this activity is no exception. Consequently, the initial description of the activity by the trainer will follow the previously described range: from a prescribed set of information through the gamut of possibilities to a completely free hand being given to the course members.

   The trainer must make the requirements very clear at the start of the activity, or alternatively obtain the group agreement on the approach to be used.

2. The next stage is in the formation of the pairs who will be involved in the interviewing and the introducing. Notice the word *selection* is not used: whether or not this method of forming pairs is used will rest on a number of factors, including the style of the trainer, the extent of the knowledge of the trainer about the participants, the inter-familiarity of the participants themselves, any plan for eventual mixing during the course, or the introduction of the method of participant-centered decision making.

   On certain occasions, it may be desirable and possible to select the pairs in terms of some of the following examples:

   - Sex—either same gender or mixed
   - Age—a mix or a similar selection of generations
   - Race—white/non-white, country/country, etc.
   - Geography—location within a company depending on geographical base

- Company—similar industry with either similar or dissimilar concerns
- Level—senior employees with junior employees
- Industrial relations—trade union members with management members

If the decision is trainer-centered, it is more effective to state the named selections simply without describing the reasons at that stage. Quite often, after the activity, the trainer is asked for either the reasons behind a selection if not obvious, or confirming selections others have made. Quite often, part of the learning is the introduction of this querying attitude by the participants.

However, if the trainer has no specific reasons for selecting, it is usually whatever criteria they themselves choose. At this stage in an event, my experience is that usually the selection is the simple one of turning to the neighbor.

3. Once the formation of the pairs has been determined, insist that the participants turn their chairs so that they are facing each other. This has the effect of helping them isolate themselves from the other pairs, ensures that eye-contact can develop, suggests a more formal situation than a side-by-side chat, and with the return to the original position at the end, demonstrates a definite start and finish to the paired discussion.

4. Describe the way the process can work and state the time allowed for the activity. The intention is that the two paired participants interview each other in order to extract as much information as possible from the other person. The process can prescribe that each find out, at a minimum, certain information they can extract, or agree to share. The means by which they obtain or share this information will be up to them, although they will obviously need to interview each other with whatever skill in interviewing they might possess.

   The pairs must also be informed of the subsequent action that will be taken after the interviews: to introduce to the group not themselves, but the other person based on the information obtained during the interview.

   In situations such as this, the level to which the interviewer extracts the information and the amount shared with the rest of the group is reached by agreement between the two participants.

   At least two optional approaches to the introduction of the other person are possible. One can be a straight introduction of the other in such terms as, “This is Bill Bloggs. He comes from… He…” Another can take the form of the introducer standing behind the person to be introduced, and doing so as if it were the other speaking—e.g., “*My* name is Bill Bloggs. *I* come from… *I* work at…” For those who are knowledgeable about the jargon of interviewing techniques, this approach is known as “ghosting.”

5. What happens after all the introductions have been completed—and the mechanical aspects of these introductions can follow either the "Creeping Death" or the "Russian Roulette" progress around the group—will then depend on the nature of the course and the objectives for holding the activity. If the event is not for interview training and the activity is not being used to start a process of this nature, then it can be viewed as a simple introduction.

   If, however, the latter objective is the case, the actual introductions can usefully be followed by a discussion on the interview process itself, the methods used, the problems encountered, etc., as suggested earlier. This discussion, which will usually need to be firmly led by the trainer, can then lead quite naturally into the major part of the course and its emphasis on the techniques and variations in the interviewing process.

TIMING

In the same way as in so many activities, timing presents many problems when one is trying to balance some control of the course process with the encouragement of the participants to talk to each other and to the group.

There is, however, some value in restricting the time for interviewing. First, it introduces a discipline into the proceedings that, without any control, could continue for an extended period of time. Also, it introduces a constraint element into the "interview" procedure so that the participants will discipline themselves in their interactions with each other. Finally, many real-life interviews have a restricted time for their performance, so the artificial aspects of the training course are related as far as possible to the world back at work.

Otherwise, the time allowed for the introductions following the paired interviews must have the freedom of delivery in the same way that the traditional introductions are allowed to progress.

MATERIALS REQUIRED

None

28 Past, Present, and Future

DESCRIPTION

This is yet another variation on the theme of self-introduction using the posted written word rather than the often stressful verbal introduction. The written instrument in this case describes the views of the participants about themselves in terms of their past, present, and future.

SITUATIONS

This is useful at the start of any course where the participants do not know each other, or know each other only minimally. Other approaches are possible when the course participants know each other well and are well-known to the trainer, and yet more when, although the participants are reasonably intimate, the trainer is the stranger. The activity might also be used at a later stage in an event than the introductory stages, when the trainer may be attempting to open up the participants to a degree of greater self-disclosure.

The activity is also useful in the early stages of a self-development event.

OBJECTIVES

- To encourage group development by starting the members talking within the group
- To give each member some indication of the job, interests, etc., of the other members of the group
- To start to overcome the concerns of some members by giving them the opportunity to start talking
- To start the process of awareness between the group members, and/or the trainer and the group members
- To simply "break the ice"
- To start the process of self-analysis in terms of what is needed to succeed in self-development

TRAINER GUIDANCE

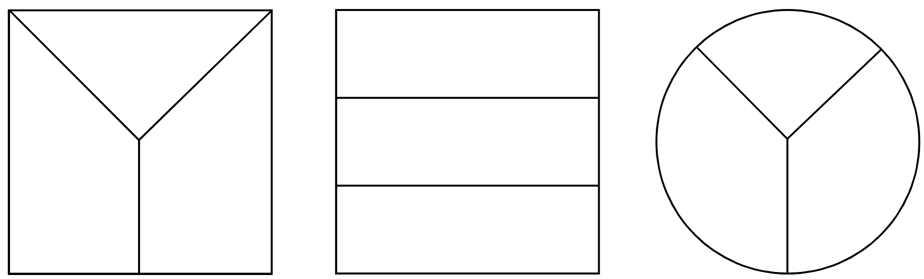
If participants want to approach this activity as task-related rather than internalized self-disclosure as a means to self-analysis, then the potential risks in this activity are rather less than in Activities 21, "Image Identification," or 34 and 35, "Public Statements."

However, guidance can be given by the trainer to the type of valuable comments needed—personal or event orientation. Perhaps more than in the other introductory activities, the trainer has to provide leadership since without guidance, the comments made will be more likely to be event-led. This, of course, may be what is required.

METHOD

1. In that any introductory activity must be guided along the lines of what needs to be discussed in the introductions, this activity is no exception. Consequently, the initial description of the activity by the trainer will follow the previously described range: from a prescribed set of information through the gamut of possibilities to a completely free hand being given to the course members.

2. Instruct them to first draw a square or circle on the paper. This square or circle should be drawn in the center of the sheet, then divided into three segments with the labels included—PAST, PRESENT, FUTURE.



   Lines should be drawn leading from each of the time period sectors, at the end of which words, phrases, or sentences should be inserted describing life events during these particular periods. A variation from verbal descriptions could be drawings (at any artistic level) showing these life events.

3. As in previously described activities, the listings can be posted on the training room walls and the descriptions discussed either with or without a lead being given by the trainer/facilitator.

TIMING

As in all these introductory activities, it is difficult to assess the time required for the activity, the extent depending on the number of participants, the extent and depths of disclosure, the interrelationships, etc.

MATERIALS REQUIRED

Newsprint/flipchart paper and marker pens

29 Plenary Interim Course Review

DESCRIPTION

It is valuable during many events if a regular review system has not been installed (see *At the End of the Day* reviews) to have a method of discovering the participants' attitudes about what is happening during the course. This is one of four simple activities summarizing the basic approaches to "Interim Reviews," which are course reviews held about halfway through the event so that there is time to take remedial action if necessary. (See also Activities 15, 23, and 32.)

SITUATIONS

Use at the midway point in a course to check on how training is being received and to make modifications, if necessary. Also use when it is felt that more open views might be forthcoming from the anonymity of a group rather than from an individual expression.

OBJECTIVES

- To give the participants the opportunity to review and reflect on the training and learning up to that stage
- To give participants time and guidelines to consider their views about the course and learning process
- To preface a discussion about the training process
- To give the trainer feedback about the training process *so that modifications might be made to the training*

TRAINER GUIDANCE

There are benefits and also risks involved in using this approach rather than the individual review described in Activity 23. Because the review is conducted in a group and consequently any views expressed come from the group rather than an individual, the likelihood of more forthright, open, and honest comments is greater. However, if there are members of the group with minority views and those members are so strong that the majority views are subjugated and submerged, the impression will be given that the group view is this minority expression. At the plenary stage, the trainer must be alert to any signals that might suggest this. The trainer must also ensure, by questioning, that what is emerging is the majority or consensus view that also takes into account any minority views. The advantage of this approach is that the views come from the participants who have not been prepared by individual completion of questionnaires or study-group analysis.

METHOD

1. Inform the participant group that it would be helpful both to them and to you if some time is spent in reviewing the learning achieved to that stage of the course and to determine if any other action is necessary.

2. To assist a plenary discussion, a number of guideline questions such as those listed in Handout 23.2 might be prepared by the trainer and displayed.

3. Initiate a free discussion in the plenary group as an interim review. The early stages of the discussion might be hesitant in view of the unpreparedness of the participants, but this will soon ease as views start to emerge and reactions appear. It is essential in this part of the activity that the trainer not appear to be defensive nor attempt to rationalize or to avoid acceptance of criticism. Instead, clarification and extension should be sought to ensure the extent of the view and to avoid the danger of domination of the discussion by a vocal minority. This is the principal danger and can be real, not only to the extent of excluding a nonvocal majority, or minority, but swaying them by the applied force (not the internal strength) of repeated argument.

4. Agree on an action plan with the delegates and initiate this plan.

TIMING

Timing for an event of this nature must be flexible because it will depend on the number of participants, the types of feelings present, the size of any problems, etc. The activity, however, will certainly last a minimum of 30 minutes.

MATERIALS REQUIRED

The trainer will require a list of questions as in Handout 23.2 plus other guiding and clarifying questions to stimulate the discussion.

30 Pre-Introductions

DESCRIPTION

Most training courses need to be started by the trainer introducing the course: its rationale, content, nature, and location. This activity can be used to replace a simple, straightforward statement by the trainer. At this stage of a course, the students are not very likely to retain much information given directly to them, particularly if this information is given in a didactic manner.

SITUATIONS

This activity can be used in virtually any course opening, although it is more likely to be of value in non-technical types of courses where the emphasis is more on human relations, and where the course content and method particularly have been described only minimally in the pre-course literature.

OBJECTIVES

By the end of the activity, the participants will:

- Have obtained all the information about the course that they require
- Have enjoyed obtaining this information
- Retain the information longer than if received by direct means

TRAINER GUIDANCE

None

METHOD

1. Tell the participants that rather than try to give them course/hotel/personal information—some of which may not be of any interest or use to them—you are going to try another approach that they may find more effective.

2. Divide the course members into small groups of three or four members.

3. Ask the groups to discuss for a few minutes what information they would like to be given, under the headings:

   - Course Content
   - Nature of the Course
   - Details About the Trainer
   - Any Other Questions
   - Formulate These Questions

   One variation is to have each group consider one of the subjects, rather than have all groups consider all the subjects. The danger of this approach is that one group may contain participants who, for some reason, do not want any information on that topic. Consequently, no questions may be asked, although some members may require information on this topic, and could be denied this through lack of opportunity.

It is better to have some degree of questioning overlap than to allow necessary information not to emerge.

4. The final stage will be for the trainer to invite questions from the groups, ensuring that:

    a) All groups have a chance to ask their questions.
    b) All opportunities are given for all questions to be asked.
    c) The trainer answers all questions openly and honestly.

    The only exceptions to (c) will be when either the answers would be too complicated or long to be given at that time or when the answer will form part of the course and will be more meaningful when taken in context.

5. Some questions that the trainer thinks are important may not be asked. There is no definite guidance for this, but the trainer must bear in mind that either the students do not know the full range of questions to ask, or are not aware that this information should be made available. These are the immediate assumptions, but it should also be realized that the groups have considered these points and either know the answers or feel that they are not important. To impose answers when these are not wanted will undo all the empathy started by the activity. Better to assume the latter set of reasons: if the question is raised later, it may be done so at a more relevant point for raising and answering.

Timing

As required within the constraints.

Materials Required

None

31 Priorities

DESCRIPTION

This activity is a mini-session describing a model for setting priorities that precede an activity intended to allow practice of the skills determined by the model.

SITUATIONS

The activity can be used during any training event requiring participant practice in establishing priorities, decision making, problem solving, etc., and in general as well as in specific time management situations.

OBJECTIVES

- To provide a basis for the introduction of a model that describes establishing priorities
- To provide practice in the use of the priority model in planning problem solving, decision making, and time management

TRAINER GUIDANCE

There are no particular trainer problems in conducting this activity, but it will help the process if the participants are advised before the event, preferably before they arrive at the training course, that during the course there will be discussion of the problems in assigning priorities to tasks, and they should identify a number of their job responsibilities they wish to have discussed.

METHOD

1. The trainer presents a mini-session based on the differences between tasks that are urgent and/or important and how these factors can be combined using as a basis the model shown in Handout 31.1. For example, when the A, B, C, D allocations to tasks in time management are being considered, tasks identified as priority A1 would appear in the top left quadrant, tasks identified as priority A in the top right quadrant, those of priority B in the bottom left quadrant, and those of C and D priorities in the bottom right quadrant. The model is used simply to identify whether the task is important or urgent, or both important and urgent, or neither. The requirement to identify the quadrant position helps the participant focus on the real requirements of the particular task.

2. Divide the main group into smaller study groups; the number of groups and their size will depend on the composition of the main group.

3. Suggest that when the participants join their study group, each participant contributes in detail one task that he or she would like to be discussed. The remainder of the group questions the presenter to obtain sufficient details to permit agreement on a priority allocation using the quadrant model. The presenter should be given the opportunity to state his or her own views on the priority rating and if there is a difference between this and the group's rating, this should be examined. The detailed examination of the task ensures that all delegates are aware of

the necessity to examine fully the requirements and elements of a task before making a decision about its priority.

4. When the study group deliberations have been completed, the groups come together in plenary and present their conclusions with summarized descriptions of the tasks. The other groups and their trainer can challenge the presenting group because of inaccuracy, lack of information, or incorrect identification of priority. This openness to challenge is useful in ensuring that everybody is aware of the paramount importance of collecting all the facts before making the decision.

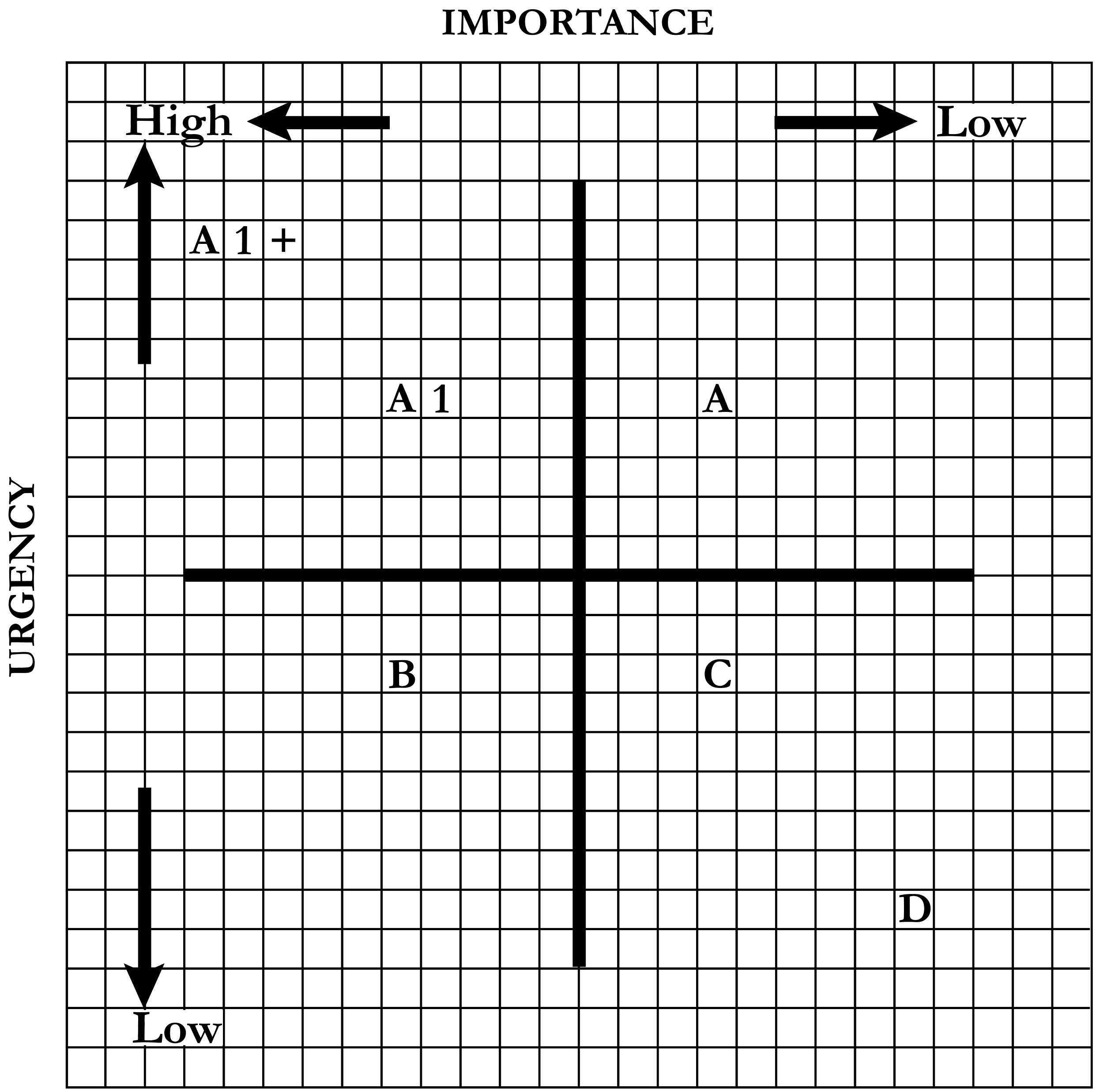
TIMING

The timing within the study groups will depend on their size and composition, but in an average size study group of four to six participants, about one hour will be necessary for a realistic discussion. It may also be that a similar period of time will be required for the subsequent feedback. No longer than 15 minutes should be necessary for the initial mini-session describing the model and the different parameters of priorities.

MATERIALS REQUIRED

1. Sufficient study rooms to accommodate the small groups
2. Newsprint or flipchart paper and marker pens in each study room
3. Sufficient copies of the *Priorities Model* (Handout 31.1) for each participant and any handouts thought necessary to summarize the mini-session

Priorities Model



32 Progressive Interim Course Review

DESCRIPTION

It is valuable during many events, if a regular review system has not been installed (see *At the End of the Day* reviews), to have a method of discovering the participants' attitudes about what is happening on the course. This is one of four simple activities summarizing the basic approaches to "Interim Reviews," which are course reviews held about halfway through the event so that there is time to take remedial action if this is found to be necessary. (See also Activities 15, 23, and 29).

SITUATIONS

Use at the midway point in a course to check on how training is being received and to make modifications if necessary. Also use when it is felt that more open views might be forthcoming from the anonymity of a group rather than from an individual expression.

OBJECTIVE

To give the trainer feedback about the learning progress so that modifications can be made to the training

TRAINER GUIDANCE

None

METHOD

1. Ask each participant (for this example, assume a group of 12 participants) to write down on a sheet of paper three significant statements about the course so far.

2. Divide the group into four study groups of three participants each. The task of each group is to select *for the group* three significant statements about the course so far. These should be written on a sheet of paper.

3. Next, divide the participants into two groups of six participants each. The process of producing three significant statements from each group should be followed.

4. The six resulting statements should then be recorded on a prepared chart that has six columns at the right side. These columns are headed as in Handout 32.1:

   VSA = Very strongly agree
   SA = Strongly agree
   A = Agree
   D = Disagree
   SD = Strongly disagree
   VSD = Very strongly disagree

5. Each participant should then go to the chart and place a check against each statement in the column representing the appropriate view.

6. The indications suggested by the pattern on the chart can then be discussed and agreement reached on any necessary action to be taken.

TIMING

Allow up to 10 minutes for Step 1, up to 15 minutes for Step 2, 15 to 20 minutes for Step 3, and about 10 minutes for Steps 4 and 5 for a total of about 1 hour with instruction time at each step.

MATERIALS REQUIRED

- A chart with six vertical columns in the form of Handout 32.1
- A number of marker pens

Handout 32.1

Progressive Interim Course

STATEMENTS	VSA	SA	A	D	SD	VSD

33 Progressive Introductions

DESCRIPTION

This introductory activity extends the method described in Activity 27 (participants interview each other than introduce each other, thereby alleviating the stress of self-introduction) and utilizes progressively larger groups in the mutual introduction approach.

SITUATIONS

This is useful at the start of any course where the participants do not know each other, or know each other only minimally. Other approaches are possible when the course participants know each other well and are well-known to the trainer, and more so when, although the participants are reasonably intimate, the trainer is the stranger. Additionally, this may be necessary to ease the transition when there may be difficulties in encouraging the participants to express themselves in a large group or when group interaction will be an essential part of the event.

OBJECTIVES

- To encourage group development by starting the members talking within the group
- To give each member some indication of the job, interests, etc., of the other members of the group
- To start to overcome the concerns of some members by giving them the opportunity to start talking
- To start the process of awareness between the group members, and/or the trainer and the group members
- To simply “break the ice”
- To introduce the participants to the initial techniques of interviewing
- To introduce the participants to the dynamics of group development and participation
- To demonstrate the difficulties of listening

TRAINER GUIDANCE

The activity is introduced in similar terms in Activity 9, at least as far as the participants are concerned, in that it is intended to give them the opportunity to start the process of getting to know each one another.

Many of the potential problems of Activity 27, “Paired Interviewing,” do not exist in this activity, although there is an initial pairing for interviews. This one-to-one situation, however, is soon altered, so any interactive problems will be short-lived.

METHOD

1. Following the initial introduction of the activity as described earlier, arrangements are made with or within the group for initial pairing, either as a prescribed pairing by the trainer, or as a free choice within the group. The purpose of this initial pairing is the same as for Activity 27 (i.e., for each participant to interview the other to extract introduction information).

2. The information stage differs from that of Activity 27 in that instead of the introductions being made to the group, a further smaller grouping is constructed. Let us say we start with a group of 16 participants—this will produce initially eight pairs. For the second stage, the participants should be placed or asked to place themselves in groups of four, the quartets. Each participant will introduce his or her paired partner to the other two; in this way, there will be four introductions, but only within the small group.

3. Next, produce groups of eight from the sets of four, but not allowing the fours to remain intact. Again, introductions will be made within the groups.

   To demonstrate the mixing process for this operation, let us give the original full group the letters A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P.

   The initial pairs will be A/B, C/D, E/F, G/H, I/J, K/L, M/N, and O/P. At the second stage, the groupings of four could be A/B/C/D, E/F/G/H, I/J/K/L and M/N/O/P. To produce the groups of eight, we could have, for example:

   A/C/E/G/I/K/M/O
   B/D/F/H/J/L/N/P

   With a combination of this nature, for example, A would be required to introduce C whom he only heard about secondhand in the quartet stage, and consequently will have had to listen carefully when C was being introduced by D.

4. If the problems of listening are to be considered following the introductions, the individuals who were introduced should not comment on any major errors or omissions at the time of the introductions. Comments on these aspects of the introductions, which demonstrate the accuracy or otherwise of the quality of listening and remembering of the introducer, will form the basis of a session or discussion or activity concerned with listening.

TIMING

Of the introductory activities described so far, this activity will need the greatest amount of time with the progressive and increasing nature of the interactions. However, this use of time is a valuable expense in view of the wide range of learning objectives included, rather than simply being an introductory activity. It is possible to constrain the group introductions if there are time

	constraints, and indeed on occasion it is valuable to introduce restrictions of this nature to include a discipline. But otherwise, if time is not a major factor, the progressively increasing groups can be given a free hand for discussion to whatever extent they decide.
MATERIALS REQUIRED	None

34 Public Statements—"I Am" (1)

DESCRIPTION

This is an introduction activity in which the participants introduce themselves in a public way, but by posting the information on newsprint or flipchart paper rather than presenting it verbally. It attempts to open up the character and perhaps personality aspects of the participants at an early stage of the course and encourages the less vocal members to make an early contribution.

SITUATIONS

This activity can be used in any training event where the need is to start the participants in getting to know each other and encourage a sharing of information at an early stage, and also to introduce an atmosphere of increasing openness and interaction. It may have less of a place in the more formal types of event in which the structured introduction activities described earlier may be more appropriate.

OBJECTIVES

The objectives are similar to those of Activity 9 in that the introduction is not a single objective, but rather the introductions are used to encourage a movement within the participant group away from the "stranger" base, as quickly as possible to a more open, creative, and interactive environment.

- To encourage group development by starting the members talking within the group
- To give each member some indication of the job, interests, etc., of the other members of the group
- To start to overcome the concerns of some members by giving them the opportunity to start talking
- To start the process of awareness between the group members, and/or the trainer and the group members
- To simply "break the ice"

TRAINER GUIDANCE

The risks involved in this activity, which in many ways are the same or even greater than in Activity 21, are high for both the participants and the trainer and consequently have to be handled with care. If the activity is to be used to its full advantage, the participants are being asked to record publicly relatively personal and intimate information about themselves. The information is not simply spoken with the risk of not being heard or retained by the other participants, but is permanently recorded and displayed on paper. There may be some resistance to this. Some of the risk, assisted by a natural suspicion, can be lessened by the trainer initiating the action—see "Method" section.

Once the information is recorded, it may be found that the trainer needs to take a strong lead in the discussion and questioning that should follow the posting. Again, a more likely way of achieving success at this stage is for the

trainer to be actively involved, to be open, and to demonstrate by his or her behavior how value might be extracted from the activity.

Because this might become a minor emotional event—for reasons dealing with "relevance" to the course or the nature of the activity itself—the trainer may wish to preclude any trauma by firmly directing the activity. By this I do not mean that a highly structured control should be introduced, but rather that the level should be set by the trainer's own actions and attitudes, and perhaps a deliberate attempt at introducing humor might be made (see "Method" section).

METHOD

1. Give all participants a sheet of newsprint or flipchart paper and a thick marker pen.

2. Describe the activity by inviting the delegates to write on the newsprint:

   a) The heading "I Am"

   b) Under this heading, enter words, phrases, or short sentences that describe themselves in terms determined by either the trainer or the participants themselves.

      These descriptions should normally include information on:

      - Name
      - Job
      - Location
      - Age
      - Interests
      - Main aspects of how I see myself (e.g., "helpful")
      - Main aspects of how others see me (e.g., "awkward")
      - The "real" me as I know myself
      - The "real" me as I think others see me

3. Before requesting the participants to prepare their sheets, the trainer can usefully act as a "model" and produce an image sheet and post this so that the whole group can read it. The details on this sheet should demonstrate as much openness as the trainer can offer and by personal example suggest that this is the type of information useful for the delegates.

   This activity can be risky and even trauma-producing, so if it is introduced early in the course, an attempt can be made at lightening the occasion, but without diminishing its importance. The trainer can include on the demonstration sheet some humorous comment or drawing, and perhaps the remaining delegates will continue in this vein.

4. After the trainer has posted the same sheet, the participants should be requested to continue the operation and post their sheets on the training room walls.

5. When all sheets have been posted, ask the participants if they would like to ask each other about the information that has been made public. Depending on the group relationship, the trainer may have to lead this part of the activity by starting the questioning/discussion. But it is necessary to ensure that the participant(s) chosen to question is/are not likely to be too sensitive about being probed and are not likely to react against being chosen.

TIMING The questioning/discussion can continue until either it becomes apparent that there will be no effective use in continuing or the time allocation determined beforehand has been expended.

MATERIALS REQUIRED Newsprint/flipchart paper and marker pens

35 Public Statements—"I Am" (2)

DESCRIPTION

This activity is a variation of Activity 34: The format of the end statement is different, but the intent of making public statements about oneself is the same.

SITUATIONS

The time and place to use this activity are similar to those of Activity 34.

OBJECTIVES

Same as those for Activity 34

TRAINER GUIDANCE

Perhaps the major risk in this variation of the "I Am" activity is that the participants may not take the activity seriously because it encourages levity. I have certainly encountered this reaction when I have introduced the activity, but have countered it by accepting and joining in the initial levity, even to the extent of using the mechanics of the process to encourage (and consequently speed the ending of) the humor, then introduced the more serious aspects. I have found in every case that this approach has been successful, whereas I am sure that if I had tried to suppress the humor, there would have been an adverse reaction.

In the same way that Activity 34 was described, I would strongly recommend that the trainer initiate the descriptive action, taking into account the comments above.

METHOD

1. Give all participants a sheet of newsprint or flipchart paper and a thick marker pen.

2. Ask the participants to write their names—first and last—on the newsprint, either horizontally or vertically.

3. Vertically or horizontally (depending on format chosen), the participants are instructed to use the letters that form their name to make words that describe them as people and thus relate to the name they have written. For example:

L	**E**	**S**	**L**	**I**	**E**	**R**	**A**	**E**
o	x	h	e	n	c	e	b	m
n	c	y	a	t	c	l	l	p
e	i		r	e	e	i	e	a
i	t		n	r	n	a		t
y	a		i	e	t	b		h
	b		n	s	r	l		e
a	l		g	t	i	e		t
t	e			e	c			i
				d				c
t								
i								
m								
e								
s								

4. As suggested in the “Trainer Guidance” section, the trainer can act as a model and produce a sample word relationship sheet and post this so that the entire group can see it. In the same way as the image sheet in Activity 34, this description should demonstrate as much openness as possible and give covert guidance to the delegates on how they might produce their own word patterns.

5. After posting the sample sheet, the trainer should invite the participants to produce their own sheets and post them on the training room walls.

6. Even more so than in Activity 34, the statements produced by the participants afford the likelihood of the need for clarification of what has been written. The constraints of the initial letters are such that some of the descriptions may be vague or not open to easy comprehension. Consequently, the trainer should give the participants every opportunity to cross-question each other. Once more the trainer can help this process by continuing a direct involvement, but my experience is that little encouragement is usually necessary. The reason for this may be obvious from the words and phrases used in the example in Step 3.

TIMING

As in so many of these cases, time control will be in the hands of the trainer to the extent that the activity can be terminated when it appears that all discussion has come to a natural close; or when, in a structured event, the allocated time is exhausted.

MATERIALS REQUIRED

Newsprint/flipchart paper and marker pens

36 Real-Time Priorities

DESCRIPTION

The activity is very similar to Activity 31 in that it relates to the model of identifying priorities cited in that activity. In this case, however, a greater amount of preparation is necessary by the delegate prior to the course.

SITUATIONS

The activity can be used during any training event requiring participant practice in establishing priorities, decision making, problem solving, etc., in general management situations and also in specific time management situations.

OBJECTIVES

- To provide a basis for the introduction of a model that describes establishing priorities
- To provide practice in the use of the priority model in planning, problem solving, decision making, and time management

TRAINER GUIDANCE

To provide sufficient material for this activity to be conducted effectively, the participants should be asked to maintain either a task log or a complete time log for a week prior to attending the training event. In either case, not only should the events be noted, but also how much attention was given to their priority and what priority was allocated in each case.

The participants should be asked, when a task log is relevant, to record in a simple form all the tasks they perform in a day, time spent on each task, how much attention was given before the task to the priority of that task, and what was the assigned priority to the task, on a scale from A to D with "A" being urgent and important to "D" having little importance and urgency.

In cases where the time element is as important to the considerations as the task itself, such as on a management seminar, the participants should complete for a week a full-time log that has been described fully to them prior to coming to the course. In addition to the time elements included in the time log, as is the normal state of affairs, the participants should additionally be asked to consider the priority of the tasks.

METHOD

The method of performing the activity is exactly the same as in Activity 31, except that the participants have an instrument, the task/time log, to present for discussion and analysis in the small group situation. It is useful to have the logs copied beforehand so that every participant has a copy for basic information.

1. The trainer presents a mini-session based on the differences between tasks that are urgent and/or important and how these factors can be combined using the model shown in Handout 31.1 as a basis. For

example, when the A, B, C, D allocations to tasks in time management are being considered, tasks identified as priority A1 would appear in the top left quadrant, tasks identified as priority A in the top right quadrant, those of priority B in the bottom left quadrant, and those of C and D in the bottom right quadrant. The model is used simply by identifying whether the task is important or urgent, or both important and urgent, or neither. The requirement to identify the quadrant position helps the participant focus on the real requirements of the particular task.

2. Divide the main group into smaller study groups (the number of groups and their size will depend on the composition of the main group).

3. Suggest that when the participants join their study group, each delegate contributes in detail one task that he or she would like to discuss. The remainder of the group questions the presenter to obtain sufficient details to permit agreement on a priority allocation using the quadrant model. The presenter should be given the opportunity to state his or her own views on the priority rating and if there is a difference between this and the group's rating, this should be examined. The detailed examination of the task ensures that all participants are aware of the necessity to examine fully the requirements and elements of a task before making a decision about its priority.

4. When the study group deliberations have been completed, the groups come together in plenary and present their conclusions and summarized descriptions of the tasks. The other groups and the trainer can challenge the presenting group because of inaccuracy, lack of information, or incorrect identification of priority. This openness to challenge is useful in ensuring that everybody is aware of the paramount importance of collecting all the facts before making the decision.

TIMING

The timing within the study groups will depend on their size and composition, but in an average size study group of four to six participants, more than one hour will be necessary for a thorough discussion. It may also be that a similar period of time will be required for subsequent feedback. No longer than 15 minutes should be necessary for the initial mini-session describing the model and the different parameters of priorities.

MATERIALS REQUIRED

1. Sufficient study or breakout rooms to accommodate the small groups

2. Newsprint/flipchart paper and marker pens in each study room

3. Sufficient copies of the *Priorities Model* (Handout 31.1) for each participant and any handouts thought necessary to summarize the mini-session

4. Any task logs or time logs and their analyses completed by the participants themselves

37 Report Activity (1)

DESCRIPTION

This is an activity requiring, at a minimum, two groups who have been involved together in a training event for at least one or two days in order for the maximum amount of interaction to take place. It requires the production, comparison, and scoring of a written report by each group.

SITUATIONS

The activity can be held at virtually any stage of a learning event, but it is most effective as described above, when the participants have been together for one or two days. It will be found to be at its most effective if a training group of 8 to 12 participants has been divided into two groups for part of the event and these participants have started to build up a group cohesiveness and loyalty.

OBJECTIVES

- To enable a developing group to progress, but to discover the problems of over-cohesiveness and over-loyalty to the group
- To enable participants to practice elements of planning from the viewpoints of both the group and the individual
- To increase the interactive skills between groups of participants and individual participants in a meeting situation
- To demonstrate the possibility of loyalty conflict and its resolution

TRAINER GUIDANCE

This activity is to a very large extent based on the necessity of planning for both tasks and process with respect to both individuals and groups. It can be introduced in a direct manner or, preferably, following an introductory session. The planning that has to take place, and the group activity that terminates the event, can be used as the instrument to cement the learning from a session on approaches to planning. Such a planning technique includes not only planning the aims, objectives, and method of the interaction between at least two people, but also demands similar planning for behavioral approaches and desired responses. A technique of this nature is described in *The Skills of Interviewing* (Rae, 1988).[*]

However, the activity can stand alone with any learning about planning stemming from the activity itself and the discussion following it.

METHOD

1. As described in "Trainer Guidance," it is preferable to preface the activity with a trainer input/discussion session on the subject of planning for people interactions.

[*] W. Leslie Rae, *The Skills of Interviewing,* Gower, 1988.

2. The participants should be divided into preferably two groups. If the main group has more than 12 members, it will be necessary to use more than two groups because the subgroups will become too large for effective interaction. Alternatively, some of the group members can be nominated as observers to watch the process closely and report on what they observed.

3. There is no absolute rule about how the groups should be constituted. The mix can be completely heterogeneous, although certain configurations will be found to produce certain types of reaction. The groups can be mixed according to possible family groups that have built up during the learning event, if this is a desirable course of action; or the division can be according to learning or behavioral types (e.g., one group of activists, the other of reflector/theorists; or one group of high contributors, the other of low contributors). Whichever the method of division, more positive results in terms of reactions tend to occur when the groups are quite different from each other in some way.

4. Each participant should be given a copy of the *Report Activity* (Handout 37.1) and given time to scan the sheet. To ensure complete understanding, the trainer should explain the major aspects of the process, namely:

    a) During the first stage, the two groups will be producing the required written report in their separate small-group rooms. Forty-five minutes will be allowed for this activity, at the end of which the trainer will photocopy anything the group might wish to have replicated.

    b) The next stage will continue in the separate small-group rooms. During this period of 20 minutes, the group should plan, both as individuals and as a group, for the final meeting stage, which is designed for the full group to reach agreement regarding the scoring of the respective reports.

    c) The final stage will be a joint meeting of the two groups in the plenary room. After an hour of discussion, there *must* be a scored result.

5. The groups are then assigned their small-group rooms and the activity begins. The trainer's interventions should be concerned only with:

    - Answering questions of task clarification
    - Keeping close control of the time of the different stages
    - Making photocopies at the end of stage one, if required to do so by either or both groups

6. Particularly during the third stage—the meeting stage—of the activity, the trainer should resist any attempts by the participants to involve him or her in the process. At the start of the third stage, it is common for the groups to try to elect the trainer as chairperson for the meeting, particularly if the numbers in the groups are uneven.

7. After the third stage when a result has been obtained, the trainer should lead a discussion about the result of the task and the process of how the result was obtained.

   Emphasis should always be placed on the second aspect, and the elements about which discussion can be very useful will be:

   - How did the groups organize themselves to produce their reports?
   - What types of participant interactions were there during that period?
   - Did the groups elect leaders?
   - Is identification of differences between the group processes possible, bearing in mind the composition of the groups?
   - Did the groups at any time consider liaison with the other group?

   Questions can also be raised about the planning period:

   - To what extent was the subsequent activity planned?
   - Was there only group planning or individual planning, or both?
   - What were the planning processes, etc.?

   The discussion will concentrate on the meeting between the groups, when it would be likely that a full range of personal interactions take place: effective, ineffective, appropriate, inappropriate, supportive, conflicting, aggressive, etc. The trainer will probably have to maintain strict control of the discussion about this stage, particularly if the meeting has been a very active one with the range of interactions mentioned above. The trainer may also have to play the part of peacemaker on occasion and should certainly be able to identify and lead a discussion on significant areas and on behavior.

8. If the meeting stage has been particularly active and perhaps heated, it is useful for the trainer to cool the atmosphere by asking the participants to write down on sheets of paper any views, opinions, feelings, or observations about the event. This will have the effect, to some extent, of allowing emotions to subside and discussion to be more rational than otherwise might be the case. However, the trainer must be prepared for the temperature to rise again, even with this cooling-off period, if there has been an especially aggressive or conflictive meeting.

TIMING

The timings for the activity itself have been described earlier and are included on the handout. The discussion timing will depend on how the activity has been performed, the extent to which the participants wish to discuss it (almost always to a major extent), and the time that can be allowed within the learning event. If possible, at least one hour should be allowed for the post-activity discussion, particularly if the trainer, in addition to being able to make externally based observations, has also been completing a form of interaction analysis such as behavior analysis.

MATERIALS REQUIRED

1. Sufficient rooms available for each group in addition to the main plenary room that is used only for the third stage meeting
2. Newsprint/flipchart paper and marker pens in each study room
3. Paper and black pencils or pens available with which to write the reports in a suitable form for photocopying
4. Access to a photocopier. If this is not possible and the participants wish to make their own copies, the trainer should allow additional time for this purpose
5. Sufficient copies of Handout 37.1 for each participant.
6. **Optional:** bandages, band-aids, and antiseptic!

Report Activity (1)

Step 1 (in the separate group)	As a group, construct a written report comparing individual problem solving with group problem solving. The report should include outlined advantages and disadvantages of each; otherwise, the format and content of the report is up to you. (Photocopying facilities can be made available.) *You have 45 minutes for this step and your copy must be read at the end of this time.*
Step 2 (in the separate group)	The eventual joint task of the two groups will be to evaluate the reports produced by both groups and judge their quality. This comparison should be based on the thoroughness and depth of analysis of the problem and the quality of each group's efforts in defining differences, similarities, advantages, disadvantages, etc. *You have 20 minutes to plan your individual/group tactics/objectives for the joint meeting to be held as in Step 3.* At this meeting, the two reports will be discussed and the relative merits of the two reports decided by the allocation to each report of a share of 99 marks to be divided between the two. **Use only whole number scoring (i.e., no fractions or decimals).** If you think that one report is far superior to the other, the distribution might be 90–9, 80–19, etc. If you feel that the reports are very similar in quality, you might distribute the marks 50–49, 55–44, etc.
Step 3 (both groups together)	Come together with the other group at the stated time and place, and take the necessary action to produce the scoring result described above. The whole group, as a group, must be involved in this action. *A result must be achieved within 60 minutes maximum allocated to this step.*

38 Report Activity (2)

DESCRIPTION

This is an activity that, like Activity 37, has a minimum requirement of two groups who have been involved together at a training event for one or two days in order for the maximum amount of interaction to take place. It requires the production, comparison, and scoring of a written report by each group.

SITUATIONS

The activity can be introduced at virtually any stage of a learning event, but it is most effective, as described above, when the participants have been together for one or two days. It will be found to be at its most effective if a training group of 8 to 12 participants has been divided into two groups for part of the event and these participants have started to build up a group cohesiveness and loyalty.

OBJECTIVES

- To increase the interactive skills between groups of participants and individual participants in interviewing and negotiating situations
- To enable a developing group to progress, but to discover the problems of over-cohesiveness and over-loyalty to the group
- To enable participants to practice elements of planning from the viewpoints of both the group and the individual
- To demonstrate the possibility of loyalty conflict and its resolution

TRAINER GUIDANCE

This activity is to a very large extent based on the necessity of planning for both tasks and process with respect to both individuals and groups. It can be introduced in a direct manner or, preferably, following an introductory session. The planning that has to take place, and the group activity that terminates the event, can be used as the instrument to cement the learning from a session on approaches to planning. Such a planning technique includes not only planning the aims, objectives, and method of the interaction between at least two people, but also demands similar planning for behavioral approaches and desired responses. A technique of this nature is described in *The Skills of Interviewing* (Rae, 1988).*

However, the activity can stand alone with any learning about planning stemming from the activity itself and the discussion following it.

METHOD

1. As described in "Trainer Guidance," it is preferable to preface the activity with a trainer input/discussion session on the subject of planning for people interactions.

* W. Leslie Rae, *The Skills of Interviewing,* Gower, 1988.

2. The participants should be divided into two groups. If the main group has more than 12 members, it will be necessary to use more than two groups and to run two activities concurrently because the subgroups will become too large for effective interaction. Alternatively, some of the group members can be nominated as observers to watch the process closely and report on what they observed.

3. There is no absolute rule about how the groups should be constituted. The mix can be completely heterogeneous, although certain configurations will be found to produce certain types of reaction. The groups can be mixed according to possible family groups that have built up during the learning event, if this is a desirable course of action; or the division can be according to learning or behavioral types (e.g., one group of activists, the other of reflector/theorists; or one group of high contributors, the other of low contributors). Whichever the method of division, more positive results in terms of reactions tend to occur when the groups are quite different from each other in some way.

4. Each participant should be given a copy of the *Report Activity* (Handout 38.1) and given time to scan the sheet. To ensure complete understanding, the trainer should explain the major aspects of the process, namely:

   a) During the first stage, the two groups will be producing the required written report in their separate small-group rooms. One hour will be allowed for this activity, at the end of which the trainer will photocopy anything the group might wish to have replicated.

   b) The next stage will continue in the separate small-group rooms. During this period of 15 minutes the *group* should plan the group's strategy for the later interviewing stage.

   c) A further 15 minutes should then be allowed for *individual* planning of strategy for the interviewing stage.

   d) The final stage will be paired interviews of one delegate from each group. After 30 minutes of discussion, there *must* be a scored result.

5. The groups are then assigned their small-group rooms and the activity begins. The trainer's interventions should be concerned only with:

   - Allocating the pairs from the two groups and issuing the final part of Handout 38.1 to the individuals
   - Answering questions of task clarification
   - Keeping close control of the time of the different stages

- Making photocopies at the end of stage one, if required to do so by either or both groups

The role of the trainer during the fourth stage must be that of a completely outside observer so that neutral feedback can be given after the event.

6. After the fourth stage when a result has been obtained, the trainer should lead a discussion about the result of the task and the process of how the result was obtained.

   Emphasis should always be placed on the second aspect, and the elements about which discussion can be very useful will be:

   - How did the groups organize themselves to produce the reports?
   - What types of participant interactions were there during that period?
   - Did the groups elect leaders?
   - Is identification of differences between the group processes possible, bearing in mind the makeup of the groups?
   - Did the groups at any time consider liaison with the other group?

   Questions can also be raised about the planning period:

   - To what extent was the subsequent activity planned both by the small group and by individuals?
   - What were the planning processes, etc?

   The discussion will concentrate on the meetings between the participants, when it would be likely that a full range of personal interactions take place: effective, ineffective, appropriate, inappropriate, supportive, conflicting, aggressive, etc. The trainer will probably have to maintain strict control of the discussion about this stage, particularly if the meetings have been very active with the range of interactions mentioned above. The trainer may also have to play the part of peacemaker on occasion and should certainly be able to identify and lead discussion on some significant areas and on behavior.

7. If the meeting stage has been particularly active and perhaps heated, it is useful for the trainer to cool the atmosphere by asking the participants to write down on sheets of paper any views, opinions, feelings, or observations about the event. This will have the effect, to some extent, of allowing emotions to subside and discussion to be more rational than otherwise might be the case. However, the trainer must be prepared for the temperature to rise again, even with this cooling-off period, if there has been an especially aggressive or conflictive meeting.

TIMING

The timings for the activity itself have been described earlier and are included on the handout. The discussion timing will depend on how the activity has been performed, the extent to which the participants wish to discuss it (almost always to a major extent), and the time that can be allowed within the learning event. If possible, at least one hour should be allowed for the post-activity discussion.

MATERIALS REQUIRED

1. Sufficient rooms available for each pair in addition to the main plenary room
2. Newsprint/flipchart paper and marker pens in each room
3. Paper and black pencils or pens available with which to write the reports in a suitable form for photocopying
4. Access to a photocopier. If this is not possible and the participants wish to make their own copies, the trainer should allow additional time for this purpose
5. Sufficient copies of both parts of Handout 38.1, the first part for issue at the start of the activity and the second part for individual issue during Stage 2 of the activity

Handout 38.1

Report Activity (2)

Step 1: As a group, construct a written report comparing individual problem solving with group problem solving. The report should include outlined advantages and disadvantages of each; otherwise the format and content of the report is up to you. Have the report copied or photocopied so that each member has a copy. *You have 1 hour to complete this step.*

Step 2: As a group, plan your strategy for meeting the other group to consider the two reports and assess them as described in Step 4. *Youhave 15 minutes to complete this step.*

Step 3: As an individual, plan your personal interview with the person selected as your partner in the interview to follow this step. You will need to take into account the group decisions made in Step 2 (if any). *You have 15 minutes to complete this step.*

Step 4: Meet your interview partner as instructed. Your joint task is to evaluate the two group reports and judge their quality. This comparison will be based on the thoroughness and depth of analyzing the subject and the quality of each group’s efforts in defining differences, similarities, advantages, and disadvantages.

The relative merits of the two reports should be indicated by the allocation of a proportion of 99 marks to be divided between the two reports. **Use only whole number scoring (i.e., no fractions or decimals).**

If you think that one report is far superior to the other, the distribution might be 90–9, 80–19, etc. If you feel that the reports are very similar in quality, you might distribute the marks 50–49, 55–44, etc. The marks allocated should reflect your feelings as to which report is better overall. *You have 35 minutes for Step 4. A result must be achieved.*

Step 5: Rejoin the main group for a discussion of the results.

Report Activity (2)

Pairing

Name: ____________________

You are paired with: ____________________ for Step 4.

You have 30 minutes to score the relative merits of the two reports out of a total of 99 marks.

Scores Allocated: A ____________

B ____________

____

TOTAL 99

____

39 Russian Roulette

DESCRIPTION

This is a simple activity in which the course participants introduce themselves in a variety of ways.

SITUATIONS

Use at the start of any course where the participants do not know each other, or know each other only minimally. Other approaches are possible when the course participants know each other well and are well-known to the trainer, and more so when, although the participants are reasonably intimate, the trainer is the stranger.

OBJECTIVES

A number of objectives are possible within an activity of this nature:

- To encourage group development by starting the members talking within the group
- To give each member some indication of the job, interests, etc., of the other members of the group
- To start to overcome the concerns of some members by giving them the opportunity to begin talking
- To start the process of awareness between the group members and the trainer and the group members
- To simply “break the ice”

TRAINER GUIDANCE

The trainer has a number of options relating to the type of information required from the participants, but above anything else, consideration *must* be given to the question of what type of introduction is required or valuable.

The simplest request is to invite the members to introduce themselves. If this is the opening, the trainer must be prepared for the introductions to emerge in virtually any form and at any length. However, the trainer may not be concerned about what emerges, only that the members speak.

A more common direction by the trainer leads the members to introduce themselves in particular ways:

1. A very structured approach can be used with the members being instructed to specifically provide their:
    - Name
    - Employing organization or division of a common organization
    - Job title and brief outline of duties
    - Length of time performing these duties
    - An outline of previous career
    - Hobbies and interests (or a specified selection of these)

2. An introduction similar to the one above, but allowing the individual to choose the information

3. A compromise in which specific items are requested and linked with an open invitation to comment on any other aspects

For whichever introduction is required, some period of time should be allowed before the introductions begin to allow the participants to consider the items suggested in terms of:

- What they should say
- How much they should say on each topic and the total introduction
- How they should make their contribution—straight, with/without humor, detailed, vague, general, contentious, safe, etc.

However much guidance is given on what should be included and to what depth, the introductions given by most speakers can vary to that degree from what the trainer wants or intends. The looser the guidance, the greater this risk of variation and often complete straying from the path. But apart from absolute guidelines, the trainer can usually influence the responses. This is affected by the trainer or trainers starting the activity and modeling the desired method.

As an example of this, for many training courses it is useful to know information such as the amount of relevant experience the learner has, the types of problems encountered, and a brief indication of how solutions have been approached.

Such an introduction was given by a colleague and me at the start of a Stress Management course we were facilitating. My colleague started by giving a brief description of who she was and a very brief résumé. She then described a situation in which she had worked, a situation in which she experienced considerable stress, her resultant emotions and feelings, and some of the actions that were taken to reduce the stressful situation.

I followed by starting my introduction in a similar way, but then describing certain aspects of stress I had experienced and from which I had suffered and still had occasional effects, and the ways in which I had attempted to overcome this very personal stress. The introductions sounded a little like the start of an Alcoholics Anonymous meeting, or perhaps "Stress Anonymous"! But as a result of this style of introduction, we had demonstrated both our willingness to disclose personal stress details and their effects on our emotions, feelings, and behavior. As a result of this openness, the first participant to introduce himself did so in exactly the same way, as did the second, and this pattern was repeated throughout the remainder of the group.

There is, however, no guarantee that the pattern will emerge or even, if initiated, continue. But once started, the likelihood of continuance and even greater disclosure increases. The modeling by the trainers certainly helps and this can be supported by, if possible, choosing as the first speaker one you are fairly certain will continue the pattern you have suggested.

METHOD

In the "Creeping Death" approach, the course members introduce themselves in succession; in this activity, the pattern is varied considerably.

Rather than start the introduction pattern with a member at one extremity of the seating configuration, the trainer selects the first speaker at random or apparently at random. The "apparently random" selection can, of course, be covert selection by the trainer of a suitable or relevant speaker.

But the principal difference is in the selection of the speakers who are to follow the initial speaker. The second speaker, and so on, would not necessarily be the course member seated adjacent to the preceding speaker. The trainer would continue this intentional random selection. However, even with this "hit" method, there will still be the final and penultimate speakers who remain. This, of course, is unavoidable in any system of this type.

There are, as for any other training activity, both advantages and disadvantages for this method of introduction. The benefits will be accessible to some extent from the description of the practice. Primarily, routine, progressive waiting is avoided with the consequent potential non-listening referred to earlier. There is some interest added because no one would know, until the end, who would be called upon to speak. The random "hit" approach is more likely to keep the members alert than passively awaiting their turn, or slumping after having made a contribution.

However, one cannot guarantee that even though members are not routinely awaiting their turn and perhaps rehearing what they intend to say, that they will listen to what others are saying. In fact, the relief after speaking may be even greater than in the "Creeping Death," in the same way that a Russian Roulette player experiences relief when the pistol hammer, which has a random choice, strikes an empty chamber. It can also be the case that even greater stress is placed on waiting members because of the uncertainty about when they might be called upon to speak.

The difficulties are not, of course, only on the part of the participants. One major burden that falls upon the trainer is in the control of the activity. In the "Creeping Death," there is no requirement for memory control on the part of the trainer, the format being simply a progression from one end of the row to the other. In the "Russian Roulette" approach, the trainer must remember which of the students has been called upon to speak and which are still to receive an invitation. The worst incident can be for one member to be completely ignored because the trainer has lost count of who has spoken! One simple way, of course, is to have a seating diagram on which each member can be noted after he or she has spoken.

TIMING	Time taken for this activity varies in relation to the number of speakers, time taken by each, and the degree of control exercised by the trainer. Allow 30 minutes for 12 course members giving a reasonable amount of detail; 10 minutes for very simple introductions.
MATERIALS REQUIRED	None

40 Seating

DESCRIPTION

In this activity, as a result of making it necessary for the participants to change seats, the seating positions required by the trainer are covertly obtained and the delegates are given the opportunity to get to know one another.

SITUATIONS

When the participants have been given complete freedom as to where they want to sit, this is usually introduced at an early stage in the course to help participants get to know each other. It is also useful as an experiential event to introduce an early activity following a structured, verbal opening by the trainer.

OBJECTIVES

In addition to the general objectives of assisting introductions and encouraging the participants to talk to each other at an early stage in a course, other objectives could include:

- Introducing an activity at an early stage of an experiential event
- Covertly moving the participants from their initial seating locations to where it is necessary to introduce this change

TRAINER GUIDANCE

To make certain trainer-initiated activities less obvious, it is suggested that the activity be timed to follow a natural break. However, if this is not possible, the activity can be set up by asking the participants to leave the room for a short period of time, preferably to undertake a short task that might be relevant to the training event.

If the second of the two additional objectives cited above is included, it will be necessary for the trainer to ensure at the end of the activity that the participants remain in their new positions. If it has not already been done, this can usually be managed by saying something like, “Now that you are sitting beside someone new and to whom you have had the chance to talk, you will probably wish to stay there. So perhaps you would like to move your papers to your new seat.” However, if there are any strong objections to the move(s), you will have to accept this at this stage, perhaps for later reference as a process issue.

METHOD

1. During a scheduled “coffee break” when the participants are out of the training room, decide whether you wish to change their seating positions. These moves may be necessary for pre-arranged groupings, for more heterogeneous dispersal, to separate individuals who are obviously well-known to each other, and so on.

2. If the decision is made to change, the next decision must be whether a random distribution or a deliberately chosen one is required.

3. If a random distribution is required, select varied groupings from the collected nameplates (if any) or slips of paper on which the names of the participants are written. For a course of 12 participants, this could be one group of five, one group of three, and two groups of two, although other combinations would be equally effective.

4. If there is a desired distribution, make this distribution using the grouping principles described above.

5. Whichever method is used, having selected the names and groupings, place the chairs in the groupings—6, 5, 4, 3, 2s—in an interactive manner (i.e., so that the seated participants are facing each other in a discussion environment). Place the nameplates on the relevant seats.

6. When the participants return, the first observable reaction will be one of surprise at the change of seats. A non-observable reaction will almost certainly be one of suspicion.

   Immediately say, "You will notice that in your absence I have changed your seating positions and placed you in different groups. Please find your new seats, make sure that your papers are there, and sit down."

7. When all have been seated, describe the task by saying, "Your first task is to determine why you have been placed in the groups allocated." A time limit may or may not be imposed.

8. The participants will discuss the task and almost certainly the first stage will be one of guessing. This usually gives way to a more analytical approach in which the participants start discovering a variety of things about each other to help them determine a common reason for the grouping.

   While this is taking place, the trainer can circulate among the groups as unobtrusively as possible to overhear the discussions. This will indicate how far along the introductory path they are, how close to discovering the real reason for the divisions—or at least to discovering that the groupings were random—and how active the discussion is.

9. When the discussions have come to a close naturally or by a time limitation, the participants are encouraged to retain the new seating locations and to discuss with the trainer:

   a) Why the groupings were made in the way they were—usually most groups have realized at least part of the reason or that the divisions were random.

   b) Any significant outcomes of the discussions.

10. The trainer must be prepared to take up further activities that might arise from comments made regarding 9(b). Frequently, the participants say that they now know one or two of the other participants, but would like to know about the other people.

    This can be produced by the trainer describing one of the introductory methods discussed earlier.

    Note: It will depend on the type of course, the insistence of the participants, how interested they become in the reasons for the grouping, etc., whether the trainer “comes clean” about his or her selection method. Even when groups have assessed these reasons, it is still a useful ploy to admit and to give realistic reasons, although sometimes not complete, why the move was made.

TIMING

It is usually necessary to allow at least 30 minutes for the initial discussion in the groups and a further period of about 30 minutes for the subsequent discussion. If the participants request an extension of the “introductions” and this is granted by the trainer, then a further period of time will be necessary, bearing in mind that this could take longer than if introductions had been requested openly without this preparatory grouped discussion.

MATERIALS REQUIRED

None

41 Selenia

DESCRIPTION

This activity is designed for a group of five to eight participants who are required to hold a meeting, formal or informal, for the purpose of making a decision from the information supplied to the group. The terminology used can cause some hilarity at times, so its use is not advisable if a completely solemn event is essential.

SITUATIONS

The activity is suitable for a variety of occasions with a number of objectives and can be used effectively with a course group of supervisors or managers at middle to senior level. The activity can be used for courses related to:

- Leader-led or leaderless group techniques
- Leadership and membership styles
- Problem solving and decision making
- Meeting management and membership
- Information sharing
- Interpersonal skills and the observation of the resultant behavior
- Logical versus lateral thinking
- Data analysis

OBJECTIVES

- To be aware of and able to practice good interpersonal skills of group membership while performing a task
- To accept the need to analyze, plan and organize a task of problem solving and decision making requiring (a) communication, (b) information sharing, and (c) group membership maintenance
- To have practiced both a lateral thinking and a logical approach to problem analysis and solving
- To have practiced the skills of meeting leadership and/or membership
- To have increased their awareness of the problems created by competition as opposed to collaboration, either as groups or individuals

TRAINER GUIDANCE

None

METHOD

1. Tell the group that its members are a committee that has been formed to select from a short list of candidates the most suitable for the post of vulcanizing manager at the Selenia plant.

2. All the information they need to make a decision is given in the notes they have made at the briefing meeting.

3. Ensure that no indication is given that the information sheets are different.

4. Inform the group that you are the Managing Director of the company and that you must have a decision within 40 minutes because you are leaving the country immediately after that time. You will return in 40 minutes for the reasoned selection (or earlier if a decision has been reached before that time).

5. The trainer can appoint leaders, or groups can be allowed to elect their own leaders if they wish to do so. This decision by the trainer will depend on the type of course on which the activity is used.

6. The trainer can appoint observers, although the nature of the activity is such that observers can become very frustrated at not being involved, and my experience has been that the participants are their own best observers on this occasion.

7. At the end of the 40 minutes, the selection for the post and the reasons for the selection will be required, and you as the Managing Director can refuse to accept the selection and give reasons for doing so.

Note that the information on the candidates' sheet was for 2005 only. It will be necessary to update the information to ensure that Anders has less than three years' experience as a manager.

Copies of the *Answer Sheet* (Handout 41.3) can be issued to the participants after the debriefing part of the activity.

TIMING

1. Trainer introduction and setting-up activity	10 minutes
2. Decision-making period	Up to 40 minutes
3. Debriefing period	Up to 1 hour
TOTAL	About 2 hours

MATERIALS REQUIRED

All participants will be given two pieces of paper:

1. The list of candidates (Handout 41.1).

2. The *Briefing Notes* (Handout 41.2). Special instructions (for the trainer) relate to the job and environment description sheets (Handout 41.2) and care must be taken with these.

3. There are eight sheets of information. All contain correct information, but each sheet contains different aspects of information.

4. Ensure that each participant receives a different sheet. If there are more than eight participants (and this is not recommended), some of the sheets can be duplicated. If there are fewer than eight participants, use the first five sheets.

5. The different sheets can be identified by the variation in the different aspects of the information given.

6. It may also be necessary for the following items to be made available in case the group wishes to use any of the items:

   - Flipchart and marker pens
   - Overhead projector, transparencies and marker pens

POST-ACTIVITY ACTION

Following the distribution of the *Answer Sheet* (Handout 41.3) if necessary, and a free period to allow the participants to settle down after what is often a traumatic, but enjoyable experience, the trainer should lead a debriefing session, enlisting the aid of the observers if necessary.

The performance of the task, the processes involved, and any significant incidents should be discussed fully, allowing the determined learning points to emerge. Usually there is considerable emphasis on the behavior of individuals, particularly before it was realized that information had to be shared, and even more so if one member had failed to communicate a vital piece of information. The trainer will have to take considerable care in controlling this discussion in such circumstances to avoid any individual being hurt, although the lesson must emerge.

The debriefing can take between 30 minutes and 1 hour, depending on the process of the activity.

Selenia

Candidates for the Job of Volcanizing Manager

Name:	A. Anders (British)
Date of Birth:	2/3/1973
Education:	University of Cimbridge, Degree in Volcanology, 1995
Employment:	Research Assistant, University if Cimbridge, 1995–1998; Lecturer in Volcanizing, University of Hulme, 1998–2004; Manager, Lancashire Volcan Co., Lancashire Plant, 2004–present
Languages:	English, French, Jugoslav, Selenian
Hobbies:	Model aircraft construction, travel

Name:	A. B. Bee (British)
Date of Birth:	4/5/1970
Education:	University of Oxfall, Degree in Volcanology, 1993
Employment:	Lancashire Volcan Co., Management Trainee, 1993–1994; Yorkshire Area Goozing Officer, 1994–1998; Manager, Irish Volcanolic Co., Ltd., 1999–present
Languages:	English, French, Selenian
Hobbies:	Astronomy, social activities

Name:	O. Corse (British)
Date of Birth:	5/6/1971
Education:	University of Cimbridge, Degree in Volcanology, 1993
Employment:	Lancashire Volcan Co., Cumbria, Assistant Manager, 1996–2000; Manager, LVC Yorkshire Plant, 2000–present
Languages:	English, Selenian, Esperanto
Hobbies:	Computer programming

Name:	V. Did (British)
Date of Birth:	6/7/1977
Education:	University of Hulme, Degree in Volcanology, 1997
Employment:	Junior Research Engineer, Volcanizing Research Establishment, 1997–1999; Chief Engineer, Welsh Volcanizing Co., 2000–present
Languages:	English, Hindu, Swahili, Selenian, Welsh
Hobbies:	Physical fitness, jogging, marathon running

Handout 41.1 (concluded)

Name:	B. Long (British)
Date of Birth:	6/7/1973
Education:	University of Cimbridge, Degree in Volcanology, 1994
Employment:	Junior Engineer, Carmel Volcan Ltd., 1994–1997; Assistant Chief Weaseling Officer, LVC, 1998–1999; Plant Superintendent, Welsh Volcanizing Co., 1999–present
Languages:	English, Welsh
Hobbies:	Reading, television, car racing

Name:	A. Gill (British)
Date of Birth:	7/8/1970
Education:	University of Hellis, Degree in Volcanology, 1991
Employment:	Assistant Manager, Russki Volcanski Coyski, 1991–1995; Manager, Lish Volcan Inc., 1994–present
Languages:	English, Arabic, Selenian, Russian
Hobbies:	Model railways, locomotive reconstruction, singing

Name:	I. Ripof (Russian)
Date of Birth:	8/9/1973
Education:	University of Omsk, Diploma in Fissics, 1993; University of Hulme, Degree in Volcanology, 1996
Employment:	Executive Officer, Omsk Volcan Co., 1996–1998; Manager, Russian State Vollc Plant, 1998–present
Languages:	English, Selenian, Russian, Chinese
Hobbies:	Chess, crosswords, codes, and ciphers

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative, who must be a Corporate Member of the Institute of Volcanizers, and be male.

There are a number of universities offering degrees in Volcanology, the newest being the prestigious University of Oxfall, which opened in 1950. Its syllabus is Goozing, Cancan, Fissics.

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative, who must by law have had at least three years' experience in charge of a vulcanizing plant.

There are a number of universities offering degrees in volcanology, a degree being essential to quality for Graduate Membership of the Institution of Volcanizers. The smaller universities teach three, the larger four, of the following subjects: Goozing, Infradigging, Weaseling, Fissics, Cancan. The smallest is the only women's university.

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative. None of the government regulators can read or write any language but his own.

There are a number of universities offering degrees in volcanology, and a pass in Fissics is essential to qualify for Graduate Membership of the Institute of Volcanizers. The largest is the University of Cimbridge, which teaches the following subjects: Goozing, Fissics, Infradigging, Cancan.

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative. None of the government regulators can read or write any language but his own.

There are a number of universities offering degrees in volcanology, and a pass in Cancan is essential to qualify for Graduate Membership of the Institute of Volcanizers. The University of Hulme teaches the following syllabus: Goozing, Cancan, Weaseling, Fissics.

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative, who must be a British subject by birth.

Corporate membership of the Institute of Volcanizers can be obtained without formality by males over 30 who have qualified for Graduate Membership. The University of Hellis, which is not the smallest university, teaches the following syllabus: Fissics, Infradigging, Weaseling.

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative, who must be a Corporate Member of the Institute of Volcanizers.

There are a number of universities offering degrees in volcanology, the newest being the prestigious University of Oxfall, which opened in 1950. Its syllabus is Goozing, Cancan, Fissics.

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative. It is desirable that the Manager speak more than one language.

There are a number of universities offering degrees in volcanology. The smaller universities teach three, the larger four, of the following subjects: Goozing, Infradigging, Weaseling, Fissics, Cancan.

Selenia

Briefing Notes

Your group is a committee consisting of personnel officers of the company. You have been called together to select the most suitable candidate from the attached list, having had a quick briefing with the Managing Director. The following information represents the notes you took at the briefing meeting.

Your company uses a considerable amount of volcan in its manufacturing processes and because of the increasing price of volcan in the world's markets, your Board of Directors has decided to purchase a vulcanizing plant. This plant is situated in Selenia, a Transylasian republic that has a very hot climate, no metalled roads and no railways, a feudal attitude toward women, a bad economy, almost 100 percent unemployment, and an extremist republican regime. The country, however, is willing to sell the plant at a ridiculously low figure, provide labor at minimal rates, and offer very favorable assistance in any way it can.

The government has ruled that the company must employ Selenian nationals in all posts except that of manager. It has also said that it would install a government regulator who will make a weekly written report that must be countersigned by the company's local representative, who must be a Corporate Member of the Institute of Volcanizers.

All the universities offering degrees in volcanology are recognized by the Selenian government, but not all are necessarily approved. The largest university is the University of Cimbridge, which teaches Goozing, Fissics, Infradigging, Cancan.

Selenia

Answer Sheet

Name	Age	Education	Employment as Manager	Language	Sex	Nationality
Anders	32	Qualified	2 years*	OK	Male	British
Bee	35	Qualified	6 years	OK	Female*	British
Corse	34	Qualified	5 years	OK	Male	British
Did	28*	Qualified	5 years	OK	Male	British
Long	32	Qualified	6 years	No Selenian*	Male	British
Gill	35	Not qualified*	11 years	OK	Male	British
Ripof	32	Qualified	7 years*	OK	Male	Russian*

Oxfall and Hellis teach three subjects and are therefore smaller than Cimbridge and Hulme; Hellisis not the smallest, so Oxfall must be. The smallest is a women's university.

Cancan and Fissics are essential for Graduate Membership—Hellis does not offer Cancan.

None of the Selenian staff understand English, nor do the government regulators.

42 Self- and Study-Group Appraisal

The example used in this activity is for a negotiation exercise, but it can be easily adapted to follow most experiential activities where at least two people have had to interact with each other (e.g., interviewing of various types).

DESCRIPTION

This activity is one of participant self-appraisal using a guideline form of questionnaire.

SITUATIONS

This activity is appropriate for any training event involving the participants in activities for which the process has to be appraised after the event.

OBJECTIVES

- To provide the opportunity for activity participants to reflect on and analyze the performance of themselves and fellow delegates in an activity
- To provide an instrument to guide the participants' analytical thoughts to relevant appraisal areas
- To provide the basis material for an interactive appraisal of performance

TRAINER GUIDANCE

1. The self-appraisal instrument used for this activity contains questions relating to negotiation. These questions can be easily modified for other events where two or more people interact with each other in an activity. For example, if used in the appraisal of an interview of virtually any nature, the words *negotiate, negotiations,* and *negotiator* can be exchanged for *interview* and *interviewer,* etc.

2. The concept behind this approach to activity appraisal is that more feedback/appraisal is likely to take place if the discussion is prepared for by the individuals and if it takes place in small study groups rather than in full plenary. However, this division into study groups does not mean that the participant is not completely involved and in control of the process—this is not necessarily a bad feature.

METHOD

1. Following an interactive activity, give the participants a copy of Handout 42.1 to complete *for their own use.* Stress the personal nature of this questionnaire and that they will not be required to divulge any of the entries to anyone. If a *Negotiation Techniques* handout was used during the negotiation training activity being appraised, make sure each participant has a copy.

2. Issue a copy of Handout 42.2 to any observers with the same supportive statement.

3. Give the participants time to complete the questionnaire on an individual basis.

4. When all participants have completed the questionnaire, let them return to the interactive groups to which they belonged for the activity and invite them to share their views and feelings with each other to whatever extent they wish.

5. Suggest guidelines to follow that have been found previously to be helpful in the sharing process.

   For example, in a negotiating situation, the company representative might be the first to appraise his or her own performance, followed by the other negotiator commenting on how the company negotiator was seen by the recipient of the negotiation; finally, the objective comments of the observer would be heard. It would then be the turn of the other negotiator to self-appraise, with the other person(s) then giving their views from their positions external to the self-appraiser.

   This method can be easily adapted to, say, the counseling interview appraisal, and in fact, because of the nature of an interview of this type, the appraisal process is less complicated. The first person who should appraise performance at the end of the interview is the counselor, who should evaluate his or her own performance; the person counseled can then comment from the recipient point of view, and finally, the observer speaks—in this case, other than any additional comment by the trainer, this would be the end of the appraisal.

   It will be obvious that in these appraisals, the trainer has little apparent place. The role of the trainer during the preceding activity will be to move around quietly and unobtrusively, checking on the various negotiations taking place if there are more than one. If there is only negotiation occurring, the trainer's appraisal can be a useful addition to those of the participants *at the end of their contributions and only if they had omitted something of significant importance or a very significant point had been missed. Otherwise, the trainer should not contribute simply for the sake of contributing. A useful, positive role, however, is as the summarizer of what has been said.*

   In the case of multiple negotiations, probably the most the trainer can do is to mention any significant incidents observed, although this can be a dangerous practice, or to act in the summarizing role mentioned earlier.

TIMING

It is almost impossible to apply a specific time to this activity in view of the wide variation in the amount of appraisal that will be given. However, an approximate timing would be up to 15 minutes for completing Handouts 42.1 and 42.2; up to 30 minutes for study group appraisal and feedback; and an optional final plenary activity to discuss common issues, possibly an additional15 minutes.

Materials Required	1. Sufficient copies of Handout 42.1 for each interaction participant 2. Sufficient copies of Handout 42.2 for each observer 3. Copies of *Negotiation Techniques* (if used in negotiation training)

Negotiation Self-Appraisal Sheet

Negotiator Appraisal

1. Read the *Negotiation Techniques* handout and identify which techniques you and your fellow negotiator used. (This item will only be included if this activity follows a training session on negotiation during which such a handout was issued.)

2. How satisfied were you with the outcome of the negotiations?

Extremely dissatisfied	1	2	3	4	5	6	**Extremely satisfied**

Comment: ____

____

____

3. How satisfied were you with your performance as a negotiator?

Extremely dissatisfied	1	2	3	4	5	6	**Extremely satisfied**

Comment: ____

____

____

4. How satisfied were you with the performance of the other party with whom you negotiated?

Extremely dissatisfied	1	2	3	4	5	6	**Extremely satisfied**

Comment: ____

____

____

Handout 42.1 (concluded)

5. Mark an “X” above the number best describing yourself on each dimension, and an “O” above the number describing the other person with whom you negotiated.

Rigid	1	2	3	4	5	6	**Flexible**
Suspicious	1	2	3	4	5	6	**Trusting**
Inconsiderate	1	2	3	4	5	6	**Considerate**
Competitive	1	2	3	4	5	6	**Cooperative**

6. How willing would you be to negotiate with the other person in the future?

Very willing	1	2	3	4	5	6	**Very unwilling**

7. Why do you feel that way?

8. Any other comments?

Negotiation Self-Appraisal Sheet

Observer Appraisal

1. Read the *Negotiation Techniques* handout and identify which techniques were used by both negotiators. (This item will only be included if this activity follows a training session on negotiation during which such a handout was issued.)

2. How satisfied were you with the outcome of the negotiations?

Extremely dissatisfied	1	2	3	4	5	6	**Extremely satisfied**

Comment: ______________________________

____

____

3. How satisfied were you with the performance of the negotiators? (The scale marked "A" is for the rating of one negotiator and the scale marked "B" is for the rating of the other negotiator.)

Extremely dissatisfied	**A**	1	2	3	4	5	6	**Extremely satisfied**
	B	1	2	3	4	5	6	

Comment: ______________________________

____

____

4. Mark an "A" above the number best describing one negotiator on each dimension, and a "B" above the number best describing the other.

Rigid	1	2	3	4	5	6	**Flexible**
Suspicious	1	2	3	4	5	6	**Trusting**
Inconsiderate	1	2	3	4	5	6	**Considerate**
Competitive	1	2	3	4	5	6	**Cooperative**

Handout 42.2 (concluded)

5. How willing would you be to negotiate with these negotiators in the future?

Very willing	**A**	1	2	3	4	5	6	**Very unwilling**
	B	1	2	3	4	5	6	

6. Why do you feel that way?

____

____

____

____

7. Any other comments?

____

____

____

____

43 Self-Assessment of Functioning in Group

DESCRIPTION

This is an activity based on the completion of a self-assessment instrument followed by discussion about the shared views.

SITUATIONS

This activity should be used at a reasonably early, but not initial, stage in an event in order to (a) assess the attitudes of the participants as the event progresses, and (b) encourage the participants to share their views/feelings about their attitudes to themselves, to others in the group, and to the training event.

OBJECTIVES

- To afford the participants the opportunity to assess views and feelings about themselves, the others in the group, and the training event, at different stages in the event
- To provide an instrument that will encourage discussion by the delegates of the views, etc., assessed
- To give the trainer feedback about the way the training event appears to be going, judged from the expressed views of the participants

TRAINER GUIDANCE

No pressure should be put on the participants to influence them, either in the way they will complete the instrument or in the level to which they will discuss the results. If possible, the discussion will be trainee-centered so that the participants will find their own level at that stage in the event. An assessment by the trainer of this disclosure level will provide the trainer with additional progress information.

METHOD

1. Distribute Handout 43.1 and invite the participants to complete it. Stress that the information entered will be as confidential as they wish it to be, so they should be as honest and open as they can be. The entries should relate to how they actually feel then, not how they think they should feel or how they think they should answer.

2. Following completion of the questionnaire, the trainer should check with the participants to ensure that no one has any objection to sharing the information given with the group as a whole. It will be very rare that any member will refuse to share (no pressure should be applied), not only because of peer group pressure, but because participants will be interested in the views of others, once having considered the matter subjectively.

3. Record the group's completion of the questionnaire by entering on a sheet of newsprint or flipchart paper the numbers of the questions and the low/high score for each item, totaled for the group. This chart will show, for example, that for question 1, three participants have entered a

score in the "3" space; seven a score in the "4" space; and two a score in the "5" space.

4. The trainer can then either lead a discussion on the significance of the entries and any differences evident, or encourage the members of the group to conduct this discussion themselves by starting the discussion, then retiring from an active leading part. There will probably be some reluctance when this questionnaire is completed on the first occasion, but discussion will flow more smoothly on subsequent occasions, particularly if the scores have "improved."

5. When the discussion has been completed, it is a useful move for the trainer to obtain the permission of the group to post the chart on the training room wall for later reference. Again, it is essential that the group's permission to do this be obtained.

6. This activity can be used with benefit on more than one occasion during an event to chart the progress of the group's development and to obtain an assessment at progressive stages of the impact of the course and the learning being achieved. The first occasion should be, for example, at some time during the second day of the training course, perhaps at about midday when the group has been together for 24 hours or so. The next occasion could be at the beginning of the fourth day, and the final occasion during a week's course, at the beginning of the final day. It is essential that there is some course time to follow the final completion in case the responses indicate that there are some things still to clarify.

Timing

It is not possible to place time indicators on this activity because so much will depend on the types of responses given at any stage: if there are few significant differences, there will be less need for discussion than if there are considerable variations. However, remember that it will also be necessary to discuss the reasons for a compatible set of responses, almost as much as if they were different.

Completion of the questionnaire will take about 10 minutes and if there are significant differences in the responses, a typical discussion period will be at least 45 minutes.

Materials Required

1. Sufficient copies of Handout 43.1 for each participant for use on each occasion that the questionnaire is introduced.

2. Newsprint/flipchart paper to record the response scores. This chart can be prepared in advance with the question numbers and indicated spaces for the scores.

Note: Where activities end in a discussion, it is often convenient to extend the plenary discussion by dividing the participants into small study groups of at least three where they may continue at a more intimate level.

Self-Assessment of Functioning in Group

	Low						High
1. My participation so far has been:	1	2	3	4	5	6	7
2. The degree to which my ideas have been listened to is:	1	2	3	4	5	6	7
3. The degree to which I have listened to others is:	1	2	3	4	5	6	7
4. My role in the decisions we have made is:	1	2	3	4	5	6	7
5. The degree to which I have been willing to open up is:	1	2	3	4	5	6	7
6. The degree to which I feel part of a working group is:	1	2	3	4	5	6	7
7. The degree to which I have faced up to any problem is:	1	2	3	4	5	6	7
8. The degree to which I feel that I am reaching my goals is:	1	2	3	4	5	6	7
9. My satisfaction with my membership of this group is:	1	2	3	4	5	6	7
10. My commitment to the group is:	1	2	3	4	5	6	7
11. I feel that the group's trust in me is:	1	2	3	4	5	6	7
12. My use of the time available has been:	1	2	3	4	5	6	7

44 Task Analysis

DESCRIPTION

This is a short activity that gives the groups a task to perform with a minimum amount of information and creates a situation in which assumptions are made.

SITUATIONS

This activity is useful early in a course, possibly following an introductory activity, and particularly useful when included in a management or supervision course, or one for technical staff who need to widen their work role perspectives.

OBJECTIVES

- To introduce the group to experiential activities
- To demonstrate practically the problems of communication
- To illustrate practically the ease with which assumptions are made and their related problems
- To introduce an element of challenge or conflict into a group experience

TRAINER GUIDANCE

It is highly likely that the post-activity discussion of this activity can cause emotions to run high and conflict to appear between the trainer and the participants. The level of these emotions and conflict will depend to a considerable extent on the way the trainer leads this discussion. In many cases, however, during the time that the trainer is leading the discussion, conflict will occur and the trainer must be prepared and able to: (a) handle and resolve it, or (b) accept it, having invited the reaction. This is particularly an activity in which, if the trainer has any doubts about his or her resilience or capabilities, he or she should not pursue the activity.

The results of the activity can, in certain circumstances, have negative interim impact and the activity can certainly produce a long-term effect. For example, the participants can at a later stage in the training event make excuses for "failure" in another activity by citing this activity and the way in which the trainer "misled" them on this occasion. Therefore, they were subsequently too busy looking for snags to devote all their attention to the task. This complaint can be real or simply an excuse.

As an example of long-term impact, I once attended a meeting where I recognized a participant from a course I had facilitated some ten years earlier. I had included this activity on that occasion with traumatic results. I noticed him looking at me with that expression, "Who is he? I'm sure I know him!" At an interval during the meeting, we met and his eventual comment was not, "Oh yes, you ran the course I attended," but, "You, you're that *** who had us doing that *** game about broken windows!"

METHOD

1. Divide the full group of participants into smaller groups of four, five, or six.

2. Issue a prepared activity summary that states the task requirement—the same one for each group. The wording depends on the nature of the task, which can be varied according to the course location and other conditions.

   Examples of possible wording are:

   - Produce an analysis of the hotel lounge. You have 15 minutes to produce this analysis that should be presented on newsprint/flipchart paper

     or
   - Produce an analysis of the cars in the garage. You have…

     or
   - Produce an analysis of the participants in this course. You have…

3. As soon as the requirements have been issued, one to each group, the groups should be told that the activity has now started and that the clock is running. The trainer should time the event, keeping a strict control over the ending of the "analysis," and it helps to be theatrical to some extent about the start of the event and the fact that "the clock is running."

4. The trainer should then leave the groups, and although not deliberately hiding, should make availability difficult, although not impossible.

5. Almost without exception, the groups immediately rush into the "task" and start producing a list of items, for example:

   - Number of cars, colors, makes, registration years, etc.
   - Size of room, number of chairs and settees, colors, carpets, etc.

   Again, they usually follow the instruction to put their lists on newsprint or flipchart paper.

   If, and this is exceptional, a member of the group is sent to find the trainer and does so, usually with the request to clarify for the group what is meant by "analysis," a long-winded explanation should be given so that a large proportion of time is taken up. During this time, the group is likely to be going ahead with its assumptions about the analysis.

6. After the allocated time, the groups are called together in plenary and are invited to present their findings. (If one group has found the trainer and asked for further information, that group should be the last one to present.)

7. When all the reports have been taken, the trainer should thank the participants for their presentations, but remark that they have wasted about five hours of their time. Silence usually follows this statement, then the question about what is meant is asked. The trainer will then say "five hours (or whatever) represents 10 participants multiplied by 15 minutes (for the activity) multiplied by 2 (fifteen minutes each for the presentations) = 300 minutes = 5 hours—this has been wasted." Again, the question "Why?" will be posed.

   The trainer will then say that all the information obtained was good, but of little use as the analysis required was, "How many broken windows were there?" "How many broken windscreens were there?" "How many participants with broken arms," etc.—in effect, a subject that the groups were unlikely to or did not include in their analysis.

   The defensive reaction will naturally be, "Well, if that is what you wanted, why didn't you say so?" The natural response tendency would be to say, "Why didn't you ask me? You were the ones expending energy." This can be an emotive response, although there may be occasions when this would be the appropriate one. A more realistic response might be to raise the question on what "analysis" means, without a specific definition of what to analyze. This introduction can lead into a discussion on accepting/assuming rather than questioning; or if unsure and unable to obtain further information, not doing anything; whether it is resource effective to collect all sorts of information if what is really required is not known, rather than be accused of doing nothing; and so on.

8. The discussion can then be led by the trainer to a comparison of the problems of the activity with communication in general and its problems in the workplace where insufficient or ambiguous information is given with an instruction to perform a particular job.

TIMING

About 20 minutes will be necessary to start the activity and allow time for the activity itself. If there are three groups, for example, approximately 15 to 20 minutes will be needed for the presentations and at least another 20 minutes or longer for the discussion. The exact length of time needed for the discussion will depend on the depth and extent to which it is taken.

MATERIALS REQUIRED

1. Briefing instructions—one for each group

2. Newsprint/flipchart paper and marker pens for each group

45 Three-Word Assessment

DESCRIPTION

This activity, which is one used to assess the progress of the group and its feelings during an event, requires the participants to consider their feelings at different stages during an event and express these in words.

SITUATIONS

This activity can be used during virtually any training event, but it has most impact and effectiveness when used during interpersonal skills and similar types of events.

OBJECTIVES

- To encourage the emergence of the real feelings of the participants about their participation in the event, about the progress of the group, and about the other group members with whom they are interacting
- To give the trainer an indication of the stage of progress of the group and of the individuals
- To enable the trainer to determine acceptance of the training or understanding of the process involved so that any remedial action for the training material might be implemented
- To encourage and enable cathartic expression of feelings being experienced by the participants

TRAINER GUIDANCE

This activity has a high-risk value for both the trainer and the participants, particularly if the event has not been proceeding well or conflict has become evident to some extent. However, since the activity is intended to air these feelings, if the trainer does not want to know about them, the activity should not be introduced. The trainer should be capable of dealing with and prepared to accept criticism of both the training and of himself or herself, and also have the capability and be prepared to control any emotional interactions that may arise between the participants.

METHOD

1. Introduce the group to the activity on the first occasion by stating that at intervals during a training event, it is useful to check progress in various ways. The comment can be made that one can assess this progress simply by considering the task achievements and the learning in a factual way. Or, a deeper approach can be made by considering the feelings and emotions present at any stage. It is the intention of this activity to attempt to help the progress of the group by taking the latter course.

   When the activity is used on any subsequent occasions, this prologue will obviously not be necessary.

2. The timing of the introduction of this activity can be critical. If it is introduced too early in a training event, there is the danger that resulting discussion will not be at a very deep level; too late, and the participants may feel that the occasion for such an intervention has passed. This latter risk is not high.

   During an interpersonal skills event that started on a Monday at lunchtime, I have successfully introduced this activity for the first time at the beginning of Wednesday morning, and for a second time at the beginning of Thursday morning—these intervals appear to be realistic for a training course of this length. For longer events, a useful stage for reintroduction would be at the start of the second week and, if necessary, toward the end of that week. It is most unlikely that any additional use would be necessary.

3. The trainer asks the participants to consider and analyze their *feelings,* not their views or opinions, as they are at the present stage in the course. It can be suggested that they determine the words they want to use themselves, or if the trainer feels that they might have some difficulties in this, he or she can post a list of "feeling" words. If this latter path is followed, the trainer should ensure that a large number of words are posted so that the participants are not led in any way to consider certain words.

4. The participants should then be asked to select from their considerations the three most significant feelings and write these down on a piece of paper, trying as much as possible to restrict the entries to three single words or, if they are unable to do this in some cases, to three short phrases.

5. The trainer should then check with the group to ensure that no one has any objection to sharing these feelings with the others in the group. It is very rare for any objections to be raised because everybody is curious to compare feelings with those of the other participants.

6. The trainer can then list on newsprint or flipchart paper the words used by participants to express their feelings. It is essential that the exact words used by the participants be entered, since if the trainer attempts to enter what may seem to be a more expressive or "better" word, there is the danger of misinterpretation and consequent participant alienation. A useful practice is to list the words vertically down the paper with each participant's words being given a separate row with the initials of the participant preceding the words. The date should also be entered at the top of the sheet for reference at a later stage.

7. This point in the activity represents the start of the more difficult part of the exercise, and the trainer must be very aware of nonverbal signals demonstrating various emotions and also be sensitive to how and why certain words are used.

The trainer should invite participants either to elaborate on their choice of words and any other aspects of their feelings they wish to express, or to invite participants to question others to clarify the words used. The trainer may also participate in this discussion, particularly if it appears that the group requires some assistance in entering discussion on what may be difficult areas. It is quite common at the start of the first discussion for participants to hesitate and to need considerable trainer support. But with encouragement and demonstration that no participant will be attacked for feelings expressed, usually the participants become very interested in the exercise, and the discussion can develop into a very lively session. When the activity is used on subsequent occasions, there is usually very little need for much trainer support because the participants, having experienced the process once, are usually ready to enter discussion.

8. Having introduced this activity, which gives the participants the authority to challenge what is being done and how it is being done in the course, the trainer must be prepared to take action if there is criticism that is significant and justified.

TIMING

With a group of 8 to 12 participants, it will normally be necessary to allow 1 hour or more for this activity, particularly if there are contentious issues to be resolved.

Where all is going reasonably well, particularly on the second and subsequent occasions that the activity is introduced, the time required may well be much less than this. Participants usually require at least 10 minutes to consider and identify their feelings and develop words and phrases to describe these.

MATERIALS REQUIRED

No particular materials are required other than sheets of paper on which the participants will write their three words and a sheet of newsprint or flipchart paper on which the trainer can post the groups’ words.

46 Time Auction

DESCRIPTION This is a time management and general management activity involving the use of play money in a mock auction to buy ideas.

SITUATIONS Use during time management or general management programs.

OBJECTIVES

- To enable participants to identify the types of time management ideas that appeal most to them
- To consolidate and reinforce any previous learning of time management techniques
- To remind participants of the range of time management approaches available
- To give participants practice in issue analysis and decision making (via planning)
- To offer a practical activity in obtaining, by mock auction, what the participants have decided they require and to practice contingency decision making based on planning

TRAINER GUIDANCE This activity normally works best toward the end of a time management program, when techniques, methods, and options have been considered and it is necessary to consolidate this learning with the participants.

METHOD

1. Distribute Handout 46.1, which should be modified to include fewer items than the number of participants. The items should be those that have been discussed during the program and have been found to be the more acceptable ideas; they may even be the more novel ones. Ask the participants to:

   a) Study the document.
   b) Identify which of the time management ideas appeal to them most and which they would want to implement.

2. Issue $150 in assorted play money and inform the participants that you will be holding an auction for the time management ideas and that they should now decide their strategy for buying the ideas.

3. Allow time for:

   a) Planning revision of selected ideas
   b) Strategy planning for the auction

4. Conduct the auction.

5. Hold a plenary session after the completion of the auction to consider:

    a) To what extent were the plans fulfilled?
    b) To what extent did they have to modify the original plans?
    c) How difficult was this?
    d) How much pressure was felt from the auction?
    e) What had they learned from the activity?

TIMING

1.	Initial planning	10 minutes
2.	Strategy and revised planning	10 minutes
3.	Auction	About 20 minutes
4.	Plenary discussion	Up to 20 minutes

MATERIALS REQUIRED

1. A supply of play money

2. Sufficient copies of Handout 46.1 for each participant

Time Management Ideas

(This list is based on an activity with 12 participants. If there are more than 12, the number of ideas could be increased to 12 for a group of 18, for example, or reduced to 6 for a group of 10.)

1. Decide your personal aims, objectives, and activities, and have these written down in a very convenient place for regular review.

2. Use the priority system A, B, C, D to review the tasks you have to do and your morning mail.

3. Use the two “To-Do” lists system and discipline yourself to its regular use.

4. Have a published starting time for your meeting. Stick to it. Have a published finish time. Stick to it.

5. Negotiate with a colleague telephone watch-time while you perform an urgent task: negotiate a reciprocal arrangement.

6. Handle each piece of paper only once if at all possible and when handled, do something with it: don’t just look at it (again, and again, and again!). Use a Mail Analyzer.

7. Keep a personal Time Log for intervals at different periods and don’t forget to analyze them.

8. Learn speed reading/speed comprehension.

47 Time Management Ideas

DESCRIPTION

This is an activity used most effectively toward the end of a time management program when it is necessary for the participants to consolidate their learning and consider in concrete terms what they are going to do upon their return to work.

SITUATIONS

This activity is essentially a time management activity in the form presented, but it can readily be modified to suit any learning event that has included a number of learning points. The process will be the same, but the working documents (in this case Handouts 47.1 and 47.2) will have different statements.

OBJECTIVES

- To give the participants the opportunity to review the learning points and their learning achievements during the program
- To consolidate the learning points presented during the program
- To require the participants to determine three personal objectives to put their learning into immediate action and thus obtain commitment to do so

TRAINER GUIDANCE

No particular problems arise with this activity, but in the same way that we found with Activity 11, sufficient time must be given in order to demonstrate the importance of the activity and that it is not just a way of bringing a program to a close. In addition, the concentration on the various aspects of time management presented may give rise to questions and discussion.

METHOD

1. Distribute Handout 47.1 for reading and absorbing, and acting upon.
2. During Step 1, the trainer may circulate to respond to queries and requests for guidance.
3. When the action has been completed, the trainer should seek permission from the participants to photocopy the action plan section of the document for retention by the trainer.
4. Permission may also be sought to send a copy of the plan to the participant's line manager, or agreement may be reached that the participant will do this and seek a discussion with the line manager about the planned items.
5. Agree to a follow-up period so that the trainer can follow up with the participants on the action agreements in order to evaluate the training and, more importantly, offer support, help, and advice.

6. A further alternative follow-up action can be to distribute Handout 47.2 within an envelope addressed to the trainer and the date for action—after 3, 6, or 9 months—clearly stated.

7. Another variation following completion of the action decisions, but before the final commitment to paper, is to divide the participants into pairs to discuss with each other their proposed plans. This discussion can often serve to clarify, modify, extend, or amend the views held to the benefit of the planner.

Steps 3 through 6 are optional and will depend on the training/organizational attitudes about follow up, line manager involvement, confidentiality, etc.

TIMING

Allow up to 45 minutes and at least 30 minutes for the basic activity, with up to 20 minutes for optional Step 7 if used.

MATERIALS REQUIRED

1. Sufficient copies of Handouts 47.1 and 47.2 for each participant

2. Availability of a photocopier as necessary

Time Management

The objective of this activity is to give you the opportunity to write a time *action plan* so that you will be committed to the implementation of the time management ideas you find most useful.

109 Good Ideas

The ideas on the following pages, though simple, are powerful ideas that will help you get more control of your job and your life.

1. Go through the ideas for the first time and mark those that seem particularly meaningful or interesting to you and those that you think you may be able to apply immediately.
2. Go through the list once; then go back and look at the marked items and put an A to the left of those that appear to be the most important to you.
3. Go back and look at the A's and select the three most important ones for you. Mark them A-1, A-2, and A-3.
4. Next follow the instructions given later on how to apply these ideas.

Organization

1. Decide your life/career mission.
2. Specify this mission statement in more specific terms (i.e., aims).
3. Break down your aims into accessible objectives.
4. Write down items 1 through 3 and keep them always at hand.
5. Review 1 through 4 at regular intervals; don't just write them down and then forget them.
6. Everything you do should contribute to your self-improvement.
7. Review your mission, aims, and objectives at regular intervals and assess how much you have achieved.

Planning

8. Plan your time; don't let it control you.
9. Assess your work—projects, tasks, in-tray, mail, etc.—and allocate priorities.
10. Arrange and allocate your priorities into categories A, B, C, and D.
11. Throw away the Ds.
12. Keep the Cs to be read during non-priority time.
13. Date/time check the Bs—they are usually important, but not urgent.

Handout 47.1 (continued)

14. Subdivide your As—A1, A2, A3, etc.
15. Do the A1 *now,* then your other As—not those attractive Cs!
16. Make appointments with yourself in your diary—this is the personal time you must have during the day.
17. Stick to your plan. Make it and do it *now.*
18. Select your “best’ personal and work times to get things done, and plan to do your most important work then.
19. Are you a “lark” or a “nightingale”?
20. Chop a big task down into smaller, more manageable pieces.
21. Estimate the end time for a task, not just the starting time.
22. Always ask the questions: What? Who? Why? Where? When? How?

Operating

23. Use the “To-Do” system.
24. Have a daily “To-Do” list, particularly for your A items.
25. Review the daily list each day (first thing in the morning or last thing in the evening) and plan your priorities.
26. Keep your daily “To-Do” list always in sight.
27. As you complete each item, cross it out in brilliant red. Just looking at a list of completed tasks makes you feel even better.
28. Don’t include too many items on your “To-Do” list. Remember the jobs that always crop up unexpectedly.
29. Maintain a second “To-Do” list for longer-term tasks or those to which a date cannot yet be given.
30. Transfer items from the second list to the daily list whenever relevant.
31. Make a note of essential items to cover on your telephone “To-Do” list.
32. Use the “To-Do” lists; don’t ignore them—they are probably your most powerful time management tools.
33. Write it down. Don’t try to keep your “To-Do” lists in your head; keep that free to actually do them!
34. Leave some time for the unexpected.
35. Have the things you need constantly together in one place, close at hand.
36. Identify and concentrate on the high-yield tasks if you have the choice.

Delegating

37. Delegate whenever possible: down, sideways, up.
38. Delegate tasks, but do not abdicate them; if it is your task, you still have the final responsibility.
39. Agree to the reviews that are part of the delegation process.
40. Don't keep poking your nose in at times when you haven't agreed to do so.
41. Always make the instructions complete and clear, and ensure that they have been understood for the tasks you delegate.
42. Always give or agree on a final completion date.
43. Concentrate personally on those tasks whose success depends on you.
44. Find new tasks and new ways to delegate; this saves you time and develops your staff.
45. Arrange for decisions to be made at the lowest realistic level.

Meetings

46. Conduct effective meetings.
47. Allocate both starting times *and* finishing times whenever possible *and stick to them.*
48. Always ask yourself questions: Is the meeting necessary? Is this the most effective way?
49. Make your agenda mean something: Don't just have a "shopping list" that doesn't tell the members whether they are to discuss, to decide, to recommend, etc.
50. Stick to it as long as it is realistic to do so. If it isn't realistic, why not?
51. Are the right people at the meeting?
52. Is everything necessary to the meeting there and have all relevant papers been sent our beforehand?
53. Define, state clearly, and stick to your objectives for the meeting.
54. What are the other person's issues likely to be?
55. Suggest to the other person that he or she write you a memo.
56. Go to the other person's room to meet him or her—you can always get up and leave.
57. If you are short on time, continue standing up when you meet somebody.
58. Can you arrange conference calls?
59. If you have an agenda spot in someone else's meeting, try to obtain a definite entry time and do not be there before or after.

Handout 47.1 (continued)

Telephone Control

60. Master your telephone techniques.
61. Plan your telephone calls. Use telephone “To-Do” lists and telephone agendas.
62. If possible, arrange a specific callback time: Don’t just say, “I’ll call you later,” or even worse, “You call me later.”
63. “Horsetrade” receiving telephone calls with a colleague when you want some uninterrupted time.
64. Have your call-interceptor briefed to record name, company, number and extension, and reason for call.
65. Give your call-interceptor authority to make certain decisions on certain subjects on your behalf.
66. Give your call-interceptor authority to state a call-back time.
67. If you are interrupted during a task by a ringing phone, before answering the call, pencil in your next thoughts; when you return to your task, you will know what you were going to do next.
68. Cross-index your telephone directory: name as one entry, organization as the other entry.
69. Quickly get to the purpose; it’s pleasant to socialize (gossip?), but it wastes a lot of time.
70. Make sure you get the call-back name and number right: it’s better to ask for the information until you’ve got it right than to lose the information.

Discipline

71. Time management is 99 percent self-discipline.
72. Recall your mission, aims, and objectives: Do you really want to achieve them?
73. Do the unpleasant task first, or as early as possible, particularly if it is your A1. (It is also most people’s experience that these jobs usually turn out to be less unpleasant than was anticipated.)
74. Use the techniques—they have been proved to work.
75. Stop being the nice guy all the time—learn to say “No.”
76. Make sure you do it right the first time. Every time you have to try again, you are wasting time.
77. How open is your “Open Door”—should it be as wide open?
78. Try that time system again. This time *make* it work.
79. Keep a time log at intervals and analyze it for slippage.
80. Avoid procrastination; get on with it.

81. Avoid all those time wasters.
82. Set personal deadlines for yourself for most tasks and stick to them, if at all possible.
83. Stick to the task you know *must* be done.
84. Do one thing at a time.
85. Always have something to do, even if it is constructive relaxation.
86. Always be on time yourself.
87. Use stress reduction techniques.

Paper

88. Handle only once, if at all possible.
89. If you can't deal with it, use a mail analyzer for action annotation.
90. Use a dictating machine or a shorthand writer rather than hand write drafts.

Reading

91. Read only what you must: The rest can be read in your C time.
92. Increase your reading speed/comprehension rates.
93. Learn how to scan important items.

Traveling

94. Don't leave at the last minute—allow time.
95. Don't be a one-side-of-the-town-to-the-other traveler—plan groups of visits within easy range of each other.
96. Use car cassette or CD learning.
97. Keep a Dictaphone or recorder close at hand.
98. Use travel time as speech rehearsal time.
99. Consider having a car/cell phone, preferably outbound calls only.
100. Use train time to read, write, discuss, brainstorm ideas with yourself.

Handout 47.1 (continued)

Summary

101. Consider and analyze your tasks.
102. Plan what you have to do, who is going to do it, how it is going to be done, where it is going to be done, by when it is to be done, why it has to be done.
103. Execute the task or delegate it.
104. Review the process.
105. Get everyone else thinking about time management.
106. Try to save the time of others.
107. Use “reminder” signs: on your desk, walls, etc.
108. Always have a pencil to use.
109. Have a time management system, preferably with a complete planning and management system.

Instructions:

Refer to the instructions on the first page of this document and pick the three best ideas.

Your three best ideas…

Now that you have found your three best ideas, you should put them into practice immediately. Try to identify those steps that are necessary and that will help you implement the ideas.

For example, if one of your ideas was "Use the 'To-Do' lists; don't ignore them—they are probably your most powerful time management tools," you might decide that you will have to determine how you will use them: separately/together/in parallel; whether you are going to use a set format; whether you are going to include them in a time system; whether you will have the sheets on your desk/wall/clipboard, etc.

To identify the action steps on your three ideas:

1. Write the three ideas from the previous pages in the spaces provided below, putting them in priority order A-1, A-2, and A-3.
2. Then, taking each of your ideas in turn, write down the specific action steps you need to take.
3. After you have listed the action steps for each of the ideas, you will have a number of action steps. Place these action steps in order of priority.
4. Make sure you apply all the action steps in the next two weeks. Then repeat the process for other ideas.

A-1 Idea ______________________________

1. ______________________________
   ____
2. ______________________________
   ____
3. ______________________________
   ____
4. ______________________________
   ____
5. ______________________________
   ____

Handout 47.1 (concluded)

A-2 Idea ____________________

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

* * * * *

A-3 Idea ____________________

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Time Management

Name, address, and telephone number of trainer:

____

____

____

____

Name, address, and telephone number of participant:

____

____

____

____

Dear (Trainer):

After I attended the Time Management/etc. course, I planned to put into effect immediately three time ideas. My progress so far with these has been:

A-1 ____

____

A-2 ____

____

A-3 ____

____

I have also implemented the following further ideas with progress so far for:

1. ____

____

2. ____

____

3. ____

____

Sincerely,

48 Trust Me

DESCRIPTION

This is a physical activity linked strongly to emotions in which each participant takes a walk with another participant and experiences events and feelings that can further develop feelings of trust in each other.

SITUATIONS

This activity is particularly useful in human relations events when it is helpful for participants to start to get to know each other at more than superficial levels. However, it is also valuable during other types of events to break a developing formal structure and lead the participants into a more experiential event.

OBJECTIVES

- To enable the participants to increase their knowledge of each other
- To develop feelings of trust between participants
- To introduce a relaxed type of activity in an otherwise formal event

TRAINER GUIDANCE

Very few problems arise with this activity either during the walk or in the subsequent discussion. Some trainers may be reluctant to introduce this type of activity that superficially appears to be a high risk one and that does not seem to fit into a structure.

METHOD

1. Describe how the participants will be asked to form pairs and take a walk in these pairs. They will be asked to do certain things (non-threatening) on this walk, and afterward, the group will discuss what happened.

2. Introduce to the participants the need for trust in both the working environment and, more immediately, in the developing atmosphere of the training event. In the latter, if trust does not develop, then progress at an individual or group level is unlikely to occur to any extent. The walk is intended to start this developing process.

3. Ask the participants to form pairs, preferably choosing people with whom they are unfamiliar or do not know well.

4. Describe the process:

   a) One of the partners will be blindfolded.

   b) The non-blindfolded partner will take the other for a walk on the grounds of the training environment.

c) The constraints will be that, although the partners can talk to each other, under no circumstances can the “leader” give any verbal directions to the other. For example, he or she is not allowed to tell the blindfolded partner where they are or that there is a step up or down or a turn in any direction. All these directions must be given in a nonverbal form that must be worked out and agreed to nonverbally.

d) During the walk, the leader should identify objects that the blindfolded partner can smell, touch, feel, listen to, and describe to the leader from the restricted senses available.

e) The walk for each individual should last for no more than 7 minutes. The roles should then be reversed for the same period of time with the second walk terminating in the course room. During the second walk, the same rules apply as for the first.

5. When all the partners have returned and a settling-down period has been allowed, the partners should be invited to remain in their pairs and discuss their walks and their reactions, feelings, views, and expression of what occurred. The full group should then be invited to share these observations to whatever extent they wish.

   The trainer may have to lead this discussion and encourage the participants to share their observations. Establish a pattern of having the pairs describe how they went about agreeing on a code of instruction; what actually happened on the walk; whether they touched, felt, smelled anything; how their conversations went during the walks; and any other experiences they wish to describe.

   It may be possible to extend the discussion further, if it has not already done so naturally, to determine how the partners felt about what they experienced, to reveal any feelings of trust that might have developed, and finally to try to identify feelings about partners at the end of the event compared with the beginning.

6. The trainer may find it helpful to end the activity with the partners again going into their pairs for further discussion as a result of what they heard other pairs describe. Or, alternatively, the event can be terminated when the full group discussion has come to a natural end.

TIMING

It is difficult to time this activity accurately in the same way that it is difficult to do so for any activity requiring subsequent discussion, particularly about feelings. The basic timing will include:

- Up to 10 minutes to introduce the activity and comment on trust
- About 20 minutes to allow the partners to prepare for the walk and perform the walk

	• About 10 minutes for the pairs to discuss their experiences following their return and possibly 20 minutes will be necessary for the plenary discussion (this timing is particularly difficult to define because it will depend on the trainer's skills and the willingness of the participants to share their feelings and views)
MATERIALS REQUIRED	Each participant will require a large handkerchief, cloth, or bandage for a blindfold. If the trainer knows beforehand that this activity will be included, the participants should be advised to supply the necessary handkerchief.

49 Volunteers

DESCRIPTION

The "Volunteers" activity is basically an introductory activity that permits participant exchange of personal information without the trainer overtly asking for this to happen.

SITUATIONS

This activity is suitable for a variety of situations, but it is usually introduced at an early stage in the course with the intention of assisting the participants to get to know one another. It is also useful at this early stage in an experiential training event to introduce a first, early activity following what may have been a structured verbal opening by the trainer.

OBJECTIVES

In addition to the general objectives of introductions, the activity can be used to:

- Introduce activity at an early stage of an experiential event
- Initiate the concept of feelings rather than surface thoughts and opinions
- Give practical life to the conceptual model of the learning cycle
- Covertly move participants from the seats taken initially where it is desired to effect this change
- Identify active members of the group

TRAINER GUIDANCE

The principal difficulties for the trainer arise after the physical activity has taken place and the discussion needs to be led. There also has to be openness on the part of the trainer at certain stages in the later parts of the event to avoid possible adverse reactions. The purpose of the activity is not always immediately obvious, so it is useful for the trainer to explain the results of the activity in summary form.

METHOD

1. The trainer says, "Let's have some activity. I have an activity that I think you will enjoy and find interesting. So I need *x* volunteers."

    a) Say no more than this.

    b) Wait in silence for volunteers to come forward.

    c) The number of volunteers should be half the number of the participants if the group is an even number, or the lesser number than half if there is an odd number of participants (i.e., 5 out of 10 or 6 out of 13).

2. It is most unlikely that a sufficient number of volunteers will come forward immediately, but after what is usually the initial rush, one or two volunteers may still be required. *Do nothing* except sit or stand and wait—I have never had the experience of failing to achieve the required number, particularly when using the pressure approach of silent waiting. However, even if the full number of volunteers is not achieved, there is no loss; the subsequent activity can begin as if the number of participants in the group is odd.

3. Once the required number of volunteers or self-pressurized volunteers has been achieved, the trainer, who should have been remembering who has volunteered, should stop any further volunteering and thank all those who have done so.

4. The next step is to have the volunteers take up various positions. These can vary considerably and depend to a large extent on the environment of the training room. One can be asked to take, with or without a clipboard, the trainer's position; another can be asked to stand facing that first person; another can be asked to stand looking out a door or window; another to sit on the floor in the center of the group, etc.

5. Once all the volunteers have been allocated a place or activity, they should be allowed to stay there for a short period of time.

6. The volunteers should then be told that the activity is being stopped for a moment and that they should return to their seats. As they do so, interrupt the return and rearrange the seating locations so that a volunteer is seated beside a non-volunteer (it will be necessary in the case of the odd-numbered group to have one of the volunteers with two non-volunteers). The pairs (and/or trio) should be requested to move their chairs to face each other in a comfortable interactive space so that they can talk to each other in an environment conducive to relaxed discussion.

7. When all are reseated, the participants should be asked to determine the views, thoughts, and opinions of each other: why the volunteers did so, why the non-volunteers did not volunteer, and so on. No time limit should be imposed, and the trainer should maintain a very low profile during the discussions. However, in spite of the visibly low profile, the trainer should be very aware of what is happening, overhearing as much as possible and observing nonverbal activities.

8. In most cases, after a period of time, there will be silences among some pairs. This may affect some of the other pairs for a period of time. The trainer must resist the temptation to intervene at this stage, unless, as virtually never happens, the conversations do not resume. In almost every case, the conversations do resume, perhaps after a period of silence and obvious unease, and often in an even more active form. If time is available, this phase should be allowed to continue until it becomes apparent that the conversations are becoming difficult, strained, or simply running out of steam.

If the trainer overhears the conversations during this later period, it will be noticed that the discussions have varied from direct reference to the activity to more general talk about who people are, where they come from, what they do, and so on—in other words, they are introducing themselves to each other.

9. Once it becomes obvious that the conversations have yielded their maximum potential, the trainer can intervene to move the process of the event further on.

10. It is now necessary to act to satisfy the objectives beyond the simple introductions. The first stage is to ask the participants to share the issues that emerged during the discussion in terms of what was happening when the volunteers/non-volunteers did what they did and what they were thinking about when they volunteered or didn't volunteer. The comments should be recorded on a flipchart as they emerge (without interpretation by the trainer), and it is useful to concentrate first on the volunteers, then on the non-volunteers.

    Typical comments are: *"I always volunteer," "I learned in the Army never to volunteer," "I wanted to get things moving," "I like to do things, not just sit around," "I felt sorry for you* (the trainer) *in case nobody volunteered,"* or *"I always volunteer, so I made a definite decision on this occasion not to do so," "I prefer to sit and watch,"* and so on.

11. When all the comments of this nature have been extracted, the trainer will have to delve deeper into the attitudes of the participants. The questions will have to be worded to extract the feelings of the participants when:

    - They were volunteering.
    - They were not volunteering.
    - They saw the others volunteering.
    - The volunteers were taking the action asked of them.
    - The non-volunteers observed the volunteers doing what was required of them, etc.

    My experience of this part of the activity has been that it is more difficult to extract *feelings* from the participants than their reasons as expressed earlier, and the participants have to be encouraged to move their comments from the factual to the emotional level.

12. The third stage of the discussion is based on the two questions:

    a) Did your volunteering/non-volunteering reflect your normal behavior back at work? If so or if not, what does this suggest?

    b) If you were asked to volunteer again for an activity couched in similar terms, what would you do?

The answers to these questions are discussed in relation to the planning of behavior and behavior modifications.

13. The next stage will depend on the type of the training event and the range of objectives.

    a) One approach is to finish the event by describing to the participants the reasons and objectives for holding the event:

        - To encourage the participants to start talking to each other
        - To enable introductions without a formal approach

        The trainer will have to decide whether to be completely open and inform the participants about the more covert objectives of moving seating positions.

    b) In addition to discussing the reasons cited above, the event can also be used to introduce the concept of the effective learning cycle as described by Kolb or Honey/Mumford. The trainer can in this way discuss the relationship of the whole activity in terms of the learning preferences of the:

        Activity—the emergence of volunteers/non-volunteers and the action of the volunteers

        Reflection—the paired discussions that extracted the information about what happened

        Theorizing—the deeper discussions on feeling led by the trainer

        Pragmatic planning—the discussion about having learned from what had gone before and what might be done with a future activity

TIMING

The first stage of seeking volunteers and having them take action will normally last approximately 10 minutes. The paired discussions can normally take about 20 minutes or more to reach the interim end of the introductions phase. An additional 15 minutes can be taken up in the extraction of feelings section of the activity, and in the longer post-activity disclosure/learning cycle discussion, a period of up to 15 minutes will be necessary. Consequently, a total of about 1 hour can be very usefully expended, although this time can be reduced with a stronger, albeit more restrictive, control of the time.

MATERIALS REQUIRED

None

50 Work Likes/Dislikes

DESCRIPTION

This activity is a variation of Activity 8, in which multi-group considerations revolve around the single question about the bad manager. Here, multi-groups consider more than one related statement.

SITUATIONS

This activity is very useful as a bridging exercise on training events that are considered with the skills of communication, interpersonal attitudes, or management/supervision techniques. It is best used when the earlier stages of introduction and settling-in have been performed, but before the major activity of the course is introduced.

OBJECTIVES

- To enable the participants through discussion of elements of management to recognize the effective profile of management
- To identify the need for effective communication between managers and their staff
- To identify the effective interactive skills necessary for efficient management
- To compare the findings of multi-groups on related statements and to compare the relationship of two different but related statements

TRAINER GUIDANCE

This activity should present no major problems of operation and it will be a rare occurrence if the participants are not able or do not wish to enter into the spirit of the activity.

METHOD

1. No introduction or explanation of the activity purpose is necessary and to give one may in fact be detrimental to the natural process of the activity.

2. Divide the full group into an equal number of groups (i.e., with a full course of 16, the division could be 8 by 2 or preferably 4 by 4).

3. Distribute the handouts to each group, with equal numbers of groups having the same handouts. For example, if there are four groups of three members each, two groups would receive Handout 50.1, and the other two groups would receive Handout 50.2.

4. The groups should then disperse to their allocated small group rooms and be asked to consider the statements posed on their handout and to list their findings for presentation on newsprint or flipchart paper.

   The groups are given 20 minutes to agree on their findings.

5. After the allocated time, the groups are recalled to the plenary room, and each group presents its findings. If more than one group has considered the same handout, all groups with the same one should present consecutively; the second and subsequent groups confining their presentations to factors not mentioned by preceding groups.

6. The presentations will be followed by a discussion on the findings, preferably trainer-led so that the findings of the two handouts can be shown to relate to similar factors in the needs of people at work (i.e., bad management has a direct relationship to the things that people do not like at work, and so on).

7. In Activity 8, it was stated that the emphasis of the findings is usually on the interpersonal relationships of a bad manager rather than his or her inability to perform task-related work. Obviously, the group with this handout will return with similar statements that will follow very closely the same elements of work needs—good communication, trust, honesty, recognition, etc.—principally elements that are people-related rather than task-oriented. Discussion about these elements can obviously be very valuable in leadership, motivational, or interpersonal types of learning events.

8. Refer to Activity 8, Steps 7 and 8 of the "Method" section for other discussion points, particularly toward the end of the preceding discussion—points relating to how much the answers to the briefing statements represent managers' own images and also whether their subordinates would be making similar statements if they were to be given the opportunity.

Timing

Same as the "Timing" for Activity 8 for small group situations

Materials Required

1. Sufficient copies of Handouts 50.1 and 50.2

2. Sufficient small group rooms to house the groups

3. Newsprint/flipchart paper and marker pens in each small group room, including the plenary room

1. The work I do provides me with many worthwhile challenges.

2. My employer gives me every opportunity to develop.

3. My boss gives me every aspect of support I need in my development.

4. I am made to feel important in my work.

5. If I do something wrong, I am always told immediately and given the opportunity to discuss the situation; if I do good work, my boss always immediately gives me positive feedback.

6. All the good jobs seem to go to others, particularly in areas of the organization other than the one I work in.

7. I always know where I stand in relation to my achievements, and my relationship with my boss, my colleagues, and my staff.

8. What I like most about my job is…

1. The work I do provides me with virtually no challenges.

2. I am given no opportunities to develop.

3. Most of the time I am left to my own devices. My boss gives me no support. He/she is usually not there when I need him/her.

4. I often feel that the work I do is just done for the sake of doing it—it seems to have no importance, or if it does, nobody tells me.

5. I am given no real feedback as to how I am progressing, either good or bad, apart from my annual appraisal that tells me very little.

6. All the good jobs seem to go to others, particularly in areas of the organization other than the one I work in.

7. The people in my work group seem to be out for themselves—teamwork is missing and the boss doesn't seem to care about this.

8. What I dislike most about my job is…